Hardin-Jefferson Independent School District

Sour Lake Elementary School

2022-2023 Campus Improvement Plan

Board Approval Date: November 14, 2022

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students are identified as at-risk based on State indicators including State Assessments, Failure, CPS, etc. Programs available for at-risk students include RTI programs, Reading Eggs, and computer tutoring programs for Reading and Math.

The accountability data shows a slight growth in the Hispanic student group as well as in the Economically Disadvantaged and At-Risk groups. Our population continues to increase slightly. We gained about 50 new students this school year to date. Student mobility rates are expected to rise slowly because of the current economic climate of our community. Support systems are in place to aid these high mobility students - tutorials, daily intervention, universal screening, and frequent benchmarking. At this time, none of our students are migrant students. Three children have withdrawn to be home-schooled. Both state and local indicators are used to identify at-risk students. Students are identified in several ways to receive intervention: performance on past STAAR, local assessments, universal screeners, and benchmarking. Teacher observation and teacher-made tests are used additionally. Performance of students who are at-risk are reviewed routinely by classroom teachers and our RTI committee. On an average, 15-20% of our students may be identified as needing inclusion in our RTI program, with access to 504 and/or special education services. Because our RTI process is efficient, the majority of students referred for additional services (504/ special ed.) qualify for those services. Very few children are referred without qualifying. By the time they are referred, there has been a good amount of data reviewed and response to intervention documentation. We continue to see growth in all eligibility areas, but most especially in behaviorally challenged students and students with autism spectrum disorders.

In analyzing special education referrals by student groups/race/ethnicity, we find that referrals are not too divergent from school demographics as a whole. A little more than half of these students are also economically disadvantaged according to free and reduced lunch criteria. About 3% of our students are identified through our REACH program as gifted and talented.

Students with perfect attendance are recognized each year at our awards program. The school nurse calls to check on all students absent more than one day in a row. Classroom teachers also keep track of attendance of students and make personal contacts with parents of students with excessive absences. Office personnel send letters home each grading period to students who have exceeded the number absences allowed for that period. Truancy is reported through our local school resource officer on a case by case basis. Additionally, parents must meet with our attendance committee to consider grade level placement of the student. We also track tardies and early-outs with our Keep N Track system. Students with excessive numbers of tardies and/or early outs are required to stay after school on a scheduled basis to make up missed time.

ELL students are given support in a number of ways. All ELAR teachers have ESL certification. An ESL paraprofessional offers extra assistance to students needing help (as identified by data and teacher recommendation). This staff member works with the classroom teacher to reinforce areas in which students required assistance. Students were monitored and assessed with STAAR, TELPAS, local benchmarks, and universal screening. All students requiring assistance were served in daily intervention periods and/or morning tutorials.

Teacher demographics: 97.4% of our teachers are white, with 92.1% being female and 7.9% being male. We continue to search for a more diverse teacher population to match our student population. However, the two large school districts in close proximity to us are able to offer much higher salaries than our smaller district. We will continue to interview teachers who are ethnically more diverse than our current population of teachers. However, our teacher have had and continue to have ongoing training with regard to teaching students who are culturally and/or ethnically different.

Demographics Strengths

emographic strengths on our campus include an excellent teacher to student ratio (16:1). Our attendance rate for both students (95.8%) and staff is high. Our enrollment numbers have stayed fairly consistent but continue to rise yearly. We continue to have a low mobility rate (10.5%). This mobility rate is lower for our campus than the previous year and significantly lower than the state percentage (15.3%).

Teachers track attendance and tardies. Office checks and reports attendance rates. Attendance meetings with parents and administration are held as attendance becomes an issue. Perfect attendance awards are given during the year.

1. Ethnically diverse population
2. Good attendance rates
3. Strong RTI/intervention programs

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on school attendance records, we have tracked a continual issue of students arriving tardy and checking out prior to dismissal time.

Student Learning

Student Learning Summary

Academic Achievement Summary

***3rd Grade* - Reading:**

- Did Not Meet 19%
- Approaches 81%
- Meets 56%
- Masters 29%

3rd Grade - Math:

- Did Not Meet 24%
- Approaches 76%
- Meets 46%
- Masters 18%

4th Grade - Reading

- Did Not Meet 19%
- Approaches 81%
- Meets 54%
- Masters 20%

4th Grade Math:

- Did Not Meet 23%
- Approaches 67%
- Meets 20%
- Masters 3%

5th Grade - Reading

- Did Not Meet 15%
- Approaches 85%
- Meets 56%
- Masters 29%
- **5th Grade Math**
- Did Not Meet 18%
- Approaches 82%
- Meets 40%
- Masters 12%

- **5th Grade Science:**
-
  Did Not Meet 24%
- Approaches 76%
- Meets 36%
- Masters 15%

Student Learning Strengths

Student achievement in 5th grade continuously shows growth and progress, while 3rd and 4th grades need improvements.   MClass scores show improvement from one grade to the next. When tracking the same group of students growth is noted as well. When looking at students who received intervention there was some progress in passing scores noted. Student data is also disaggregated by ethnicity, gender, and socioeconomic status. Scores among males and females are very consistent in all grade levels. Scores among the Hispanic population are also consistent with the overall scores among students. In all tested areas STAAR scores are significantly above the state average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On a campus level our percentages in the Meets Expectations categories are lower than our campus standards.We hope to raise these percentages by 3% in each testing subject.

Problem Statement 2: STAAR Reporting Categories in both Reading and Math grades 3-5 do not meet our campus expectations.

School Processes & Programs

School Processes & Programs Summary

Based on an analysis of state assessment reporting, our curriculum strongly supports student expectations. Our campus curriculum is aligned with TEKS and ELPS throughout all subjects and across all grade levels. Instruction throughout the campus cognitively challenges students on all levels abilities. Expectations for each grade level are clearly articulated so that all students are actively engaged to solve real world problems using authentic work. Lessons are cross curricular and planned so that students make connections with complex concepts.

Assessments are research based in order to accurately measure student achievement. These assessments include DIBELS, IStation, STAR literacy, and DMAC testing. All assessments are directly aligned to test the taught curriculum. Teachers and administrators analyze the data from these assessments to determine students that need further support and enriched curriculum. This data then directs instructional planning and decides necessary materials and strategies.

School Processes & Programs Strengths

Teachers regularly attend and participate in professional development opportunities. Surveys are conducted to determine what types of professional development are needed, and how these opportunities can best be implemented. Staff members are then able to decide which professional development opportunities will best suit their current needs. The campus is continually focused on improving academic achievement by using scientifically researched strategies to enrich student learning.

Our campus advisory committee meets several times throughout the year to plan and discuss upcoming needs, changes, and possibilities that will help support the campus. This team includes teachers from each grade level so that each team of teachers has a voice in decision making and daily school practices and procedures.

The campus master schedule maximizes instruction and protects from unnecessary interruption. Duty rosters and supervision schedules are developed by the campus registrar and dispersed during in-service. Morning tutorials are offered to children that are not currently meeting benchmarks throughout the grade levels. Computer programs such as Reading Eggs, Learning Farm, and Study island are offered to assist in student learning.

District and campus expectations for the integrated use of technology continue to exceed the standard in this area. Teachers are expected to integrate the use of technology across the curriculum to support instruction as frequently as possible. Available technology includes the use of Chromebook carts, computer labs, and classroom computers. All of these items other than the classroom computers can be checked out for student use. Students also attend technology classes twice each week. Teachers attend technology training during the summer or when necessary throughout the school year. Technology support staff is available at all times if necessary.

Perceptions

Perceptions Summary

Overall, students and teachers will agree that our campus environment is positive and encouraging. The campus is warm and inviting to new students as well as new teachers. There are several positive reinforcement programs in place to promote positive behavior. We have not had any disciplinary removals, and disciplinary procedures and practices are evaluated yearly on a campus basis. The campus as a whole works together to promote wide-spread student participation in student led activities. Our positive reinforcement procedures reduce the threat of bullying and confirm that students feel safe.

Our campus safety audit revealed that we needed to reevaluate our need for a fence aound the campus. We have effective procedures to promote safety. At all times, students and teachers feel safe in our building. Our discipline practices are effective and are reviewed regularly to ensure that they are appropriate and necessary. When new students arrive to the campus, they are given a tour of the school and are welcomed by our counselor. Discipline analysis shows that children's behavior is consistent and changing for the best. Children are encouraged to show positive behavior at all times. Teachers provide behavior awards as a school wide intervention to increase appropriate behavior. While there are discipline referrals, most occur on school buses, during transition times, and during recess. Our policies to reduce the threat of bullying result in student safety as well as a reduction in referrals.

Perceptions Strengths

Our campus works diligently to regularly involve parents and the community in school activities. Teachers encourage parent involvement through our volunteer program as well as in our WatchDog program. Administrators and teachers work endlessly to provide effective communication to parents through the school website, emails, Remind app, printed letters, newsletters, etc. If at any time communication in a language other than English is necessary, it is provided. Parents and community members participate in district and campus planning meetings, and are regularly included in campus decisions.

Students and teachers would agree that our campus provides a safe, enthusiastic, and welcoming environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: When responding to our safety audit, we have discussed the need for fencing to be placed around campus. **Root Cause:** Our district lacks the funds to provide a fence at this time.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Sour Lake Elementary School students will be academically prepared for the next grade level or course. They will demonstrate the ability to think critically and apply their assessed knowledge and skills.

Performance Objective 1: The percentage of students at SLE who "Meet" grade level in reading will increase from 42% to 48% by June 2023.

    Evaluation Data Sources: STAAR Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Target curriculum gaps in core academic areas by providing additional instructional time.	Formative			Summative
Strategy's Expected Result/Impact: Nine weeks TEKS/STAAR assessment.	**Nov**	**Feb**	**Apr**	**June**
Three weeks progress reports and nine weeks report cards. **Staff Responsible for Monitoring:** ELA, Reading, Math, Science, and Social Studies teachers. **Title I:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Vertical teaming meetings to further develop the district-wide curriculum.	Formative			Summative
Strategy's Expected Result/Impact: Benchmark assessments. Sign in Logs.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Core academic teachers. **Title I:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Provide tutorials for targeted students within the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance Logs.	**Nov**	**Feb**	**Apr**	**June**
Report Cards. TEKS/STAAR nine weeks assessment. **Staff Responsible for Monitoring:** School Day: Core teachers RTI Teachers Morning Tutorials: Teachers and Aides At risk intervention teacher beginning in January through April **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local Funds - 199 - $5,000				

Strategy 4 Details	Reviews			
Strategy 4: Reduce student/teacher ratio in elementary schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Enrollment.	**Nov**	**Feb**	**Apr**	**June**
Class Rosters. Paraprofessional's Schedule. **Staff Responsible for Monitoring:** Brittany Gallagher Erikka Walker **Title I:** 2.5, 2.6 **Funding Sources:** Melanie Green - Local Funds - 199 - $45,000, Jennifer McShan - Title II Funds - 211 - $45,000, April Morreale - Title II Funds - 255 - $43,000				

Strategy 5 Details		Reviews			
Strategy 5: Remediation classes will be provided to students at-risk of or who have previously failed the reading and/or math section of the STAAR.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Three weeks progress reports.
Nine weeks TEKS/STAAR assessment.
Report Cards.
STAAR Results/AEIS Report.
 	
    Staff Responsible for Monitoring: Sheila Weston
Carol Hargraves
Suzanne Swift
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - Title I Funds - 211 - $120,000					

Strategy 6 Details		Reviews			
Strategy 6: Students will practice answering short-answer questions from STAAR released tests and STAAR workbook.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Weekly tests and quizzes.		**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: Principals
Core Teachers
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - IMA - $9,000					

Strategy 7 Details		Reviews			
Strategy 7: Disaggregate STAAR E/LA, reading, math, and science data and focus on objective weaknesses below 80% mastery.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

DMAC Program
    Strategy's Expected Result/Impact: Benchmark tests.
Principal walkthroughs.
STAAR test results/AEIS report.
    Staff Responsible for Monitoring: Reading/ELA Teachers
Math Teachers
Science Teachers
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - Local Funds - 199 - $400					

Strategy 8 Details		Reviews			
Strategy 8: Integrate the use of technology into the classroom.		Formative			Summative
Strategy's Expected Result/Impact: Training Logs. Lesson Plans. Technology department logs. **Staff Responsible for Monitoring:** Classroom teachers, District Technology Specialist **Title I:** 2.4, 2.5 **Funding Sources:** - Local Funds - 199 - $2,000		Nov	Feb	Apr	June

Strategy 9 Details		Reviews			
Strategy 9: Raw STAAR data and the EOC summary reports will be closely reviewed. Intervention plans/strategies will be developed for students that failed to meet Level II standards.		Formative			Summative
		Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Benchmark tests. Principal walkthroughs. State and Federal reports. STAAR Preliminary Results. Department meeting logs. **Staff Responsible for Monitoring:** All Principals Core Teachers **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local Funds					

| Strategy 10 Details		Reviews			
Strategy 10: Individual educational plans are developed for students failing one or more sections of the STAAR.		Formative			Summative
Strategy's Expected Result/Impact: Benchmark assessments. Mock STAAR results. Nine weeks report cards. MClass data. **Staff Responsible for Monitoring:** RTI Committee **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local Funds, - SCE, - Title I Funds, - Title II Funds		Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: Students in grades K-2 will receive targeted instruction twice a week, 30 minutes a day based on MClass results.	**Nov**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased proficiency of these students on the third and final administration of the TPRI.
    Staff Responsible for Monitoring: A. Causey/ K. Lietzke
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - IMA - $650				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Sour Lake Elementary School students will be academically prepared for the next grade level or course. They will demonstrate the ability to think critically and apply their assessed knowledge and skills.

Performance Objective 2: Increase program options that develop and reinforce the strength, needs, and interests of students served in special programs.

    Evaluation Data Sources: Increasing program options, as well as dis-aggregation of data, will help staff members reinforce student strengths, needs, and interests in special programs.

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate Special Education STAAR E/LA, reading, math, science, and social studies results and focus on objective weaknesses below 80%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Benchmark tests. Principal walkthroughs.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Special Education teachers Regular Education teachers				
Title I: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Improve the ESL program through the use of computers, vocabulary development, Spanish version textbooks, social interaction skills, and additional supplementary materials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR. Reading Proficiency Test in English (RPTE).	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Academic Core Teachers ESL Paraprofessional				
Title I: 2.4, 2.5, 2.6 **Funding Sources:** - Title I Funds, - Title III				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Monitor dyslexic students when released from the dyslexic program.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: List of released students. Class Lists. Nine weeks grades. Dyslexia Assessment Upon Dismissal. **Staff Responsible for Monitoring:** Ashley Causey Sondra Peiffer Suzanne Swift **Title I:** 2.6 **Funding Sources:** - Local Funds, - Title I Funds				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Further develop the GT Program: Document the integration and coordination of the GT program Integration of one state performance project per nine weeks	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: GT Program Evaluation. Lesson Plans. Integrated planning committee agenda and minutes. **Staff Responsible for Monitoring:** Buffy Gajeske **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local Funds				

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Continue Student Council to encourage social interaction and working collaboratively	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student participation. **Staff Responsible for Monitoring:** April Morreale Roxane Long **Title I:** 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: All Sour Lake Elementary School core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Performance Objective 1: By November 2021 all teachers will be certified in the area in which they are teaching. 100% of paraprofessionals will be certified by November 2021. Hardin-Jefferson ISD will recruit and retain highly qualified teachers.

    Evaluation Data Sources: 100% of the academic classes will be taught by HQ teachers.

Strategy 1 Details	Reviews			
Strategy 1: The district will recruit, develop, and retain qualified and effective personnel.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign-in Sheets. Staff Development Plan. Principal walkthroughs. **Staff Responsible for Monitoring:** Ashley Causey Paul Sims Assistant Superintendent **Title I:** 2.5, 2.6	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development activities that meet the needs of principals, teachers, and paraprofessionals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR. AEIS Report. **Staff Responsible for Monitoring:** Assistant Superintendent Special Education Director Ashley Causey Kelly Lietzke **Title I:** 2.4, 4.1 **Funding Sources:** - Title I Funds - $1,500	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: All GT teachers will have completed their 30 hours of staff development training by the end of the first semester.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Sign-in sheets. Certificates of Conference Completion. **Staff Responsible for Monitoring:** Ashley Causey **Title I:** 2.5				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: All Sour Lake Elementary School core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Performance Objective 2: 100% of instructional staff will implement strategies that improve student success as a result of quality professional development.

    Evaluation Data Sources: Student success on 2020- 2021 STAAR will determine targeted areas for ongoing staff development.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will review the STAAR results for their subject area and determine areas of weakness using the DMAC program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will turn in their top three areas of weakness based on their subject area. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - Local Funds	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Opportunities for professional development will be offered throughout the year from a variety of resources (Region 5, TEPSA, TCEA, LEAD4Ward) based on the weaknesses identified by the teachers .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Certificates of Completion of Professional Development. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke **Funding Sources:** - Title I Funds - $1,500	**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: All students attending Sour Lake Elementary School will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Performance Objective 1: By May 2023, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 3% as measured by PEIMS and number of discipline referrals.

    Evaluation Data Sources: A reduction in both incidents noted and discipline referrals by the amount stated.

Strategy 1 Details				Reviews			
Strategy 1: Communicate with parents, students, and staff the Student Code of Conduct changes.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Agendas. Sign-in sheets. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke				**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Integrate appropriate materials into the curriculum to provide violence intervention strategies (Character Education). Incorporate this curriculum into the Middle and High School. Integrate the 7 Mindsets SEL in order to comply with Comprehensive Counseling Model.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Periodic review of discipline reports. Referral to the office. **Staff Responsible for Monitoring:** Michaela Knupple **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** - Local Funds - $2,000							

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement the district's crisis intervention plan that includes:	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Conflict Resolution Suicide Prevention Violence Prevention **Strategy's Expected Result/Impact:** PEIMS Report. Title IV Annual Evaluation. Counselor's Logs. **Staff Responsible for Monitoring:** Ashley Causey Michaela Knupple Teachers **Title I:** 2.6, 4.1, 4.2				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development activities such as discipline strategies, effective teaching strategies, conflict resolution, violence/bullying prevention, and support for parents as it relates to school involvement.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Agendas. Sign-in Sheets. Professional development. Walk through. Observation Reports. T-TESS evaluations. **Staff Responsible for Monitoring:** Michaela Knupple Ashley Causey Kelly Lietzke **Title I:** 2.6, 4.1, 4.2 **Funding Sources:** - Title I Funds - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: Continue to use a drug awareness program as a proactive program for safe and drug-free schools. Also implement the 7 Mindsets SEL when appropriate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student Drug Survey. Title IV Annual Evaluation. Weekly lessons. **Staff Responsible for Monitoring:** Michaela Knupple (Counselor) **Title I:** 2.6, 4.1, 4.2	**Nov**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Integration of bullying awareness program for students	**Formative**			**Summative**
Staff Responsible for Monitoring: Michaela Knupple (Counselor) **Title I:** 4.1, 4.2	**Nov**	**Feb**	**Apr**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Facilitate the addition of both a reading and a math RTI teacher to reduce the gaps in knowledge from Covid quarantine closure.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be provided extra opportunities to receive interventions in order to reduce the gap in knowledge from missing the last 9 weeks of school. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke **Title I:** 2.4, 2.6 **Funding Sources:** RTIME Materials - Local Funds - $1,000	**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4: Sour Lake Elementary School supports the Hardin-Jefferson ISD goal that all students will graduate from high school.

Performance Objective 1: Performance Objective 1: Attain an attendance rate of 97% and reduce the dropout rate to less than 5%.

    Evaluation Data Sources: Summative Evaluation: Accurate record keeping and monitoring is imperative to striving to keep and maintain an attendance rate of 97%.

Strategy 1 Details		Reviews			
Strategy 1: Monitor guidance programs that target at-risk students' needs.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Meeting agendas and sign-in sheets. Dropout rate Summary Report and School Report Card. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke **Title I:** 2.5, 2.6 **Funding Sources:** - Local Funds		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Ensure proper training to all registrars and attendance clerks dealing with attendance accountability.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Agendas and training logs. **Staff Responsible for Monitoring:** Jody Sullivan **Title I:** 4.1		**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Allowing adequate time weekly for maintenance and reconciliation of records.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Attendance records. **Staff Responsible for Monitoring:** Jody Sullivan **Funding Sources:** - Local Funds		**Nov**	**Feb**	**Apr**	**June**

| 0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Sour Lake Elementary School parents and community members will continue to be partners in education.

Performance Objective 1: PERFORMANCE OBJECTIVES 1: By May 2023, at least 90% of all students, parents and/or family members will participate in at least one school sponsored academic activity for/with their child.

 Evaluation Data Sources: Summative Evaluation: School documentation will be used to determine that at least 90% of students and parents/family members participated in partnership in education opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Update the SLE web-site to promote: Student achievements both academic and non-academic Parent and student information Calendar of events **Strategy's Expected Result/Impact:** Newsletter Survey. **Staff Responsible for Monitoring:** SLE Personnel **Title I:** 4.1, 4.2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Conduct parent-teacher meetings at each campus to explain student eligibility and services provided by special programs including Special Education, 504, GT, Dyslexia, ESL, At-Risk, and Parent-Teacher Compact. **Strategy's Expected Result/Impact:** Sign-in sheet and agendas. **Staff Responsible for Monitoring:** Ashley Causey Kelly Lietzke ESL Teacher Special Ed. Teachers Core Academic Teachers Sondra Peiffer **Title I:** 4.1, 4.2	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Increase opportunities for participation through written invitations, website, follow-up with phone calls or emails.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Phone Logs. Sign-in sheets and agendas. **Staff Responsible for Monitoring:** Ashley Causey Michaela Knupple Support Staff **Title I:** 4.1, 4.2				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional development to work with parents as equal partners (Title I Campuses).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agendas and Sign-in sheets.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ashley Causey Kelly Lietzke **Title I:** 4.1, 4.2				

Strategy 5 Details	Reviews			
Strategy 5: Annual review and revising of the parent compact and parental involvement policies with parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda and Sign-in sheet.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ashley Causey Kelly Lietzke Dianne Timberlake Nicole Hunt **Title I:** 4.1, 4.2				

Strategy 6 Details	**Reviews**			
Strategy 6: Parent Digital Night to introduce parents to how SLE integrates technology.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda and Sign-in sheet.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Ashley Causey Kelly Lietzke April Morreale Wyndi Padgett **Title I:** 4.1				

Strategy 7 Details	**Reviews**			
Strategy 7: Famous Americans Project for 5th Grade Students and Parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda and Sign-in sheet.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: 5th Grade Teachers **Title I:** 4.1				

Strategy 8 Details	**Reviews**			
Strategy 8: Science Biomes Exploration Night for 4th and 5th Grade Students and Parents .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Agenda and Sign-in sheet.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: 5th Grade Teachers 4th Grade Teachers **Title I:** 2.5, 4.1 **Funding Sources:** - Local Funds - $500				

Strategy 9 Details	**Reviews**			
Strategy 9: Annual 5th Grade Science Fair for students, parents, and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign In Sheet and participation through attendance.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: 5th grade teachers **Title I:** 2.4, 2.6, 4.1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: Early Childhood Literacy Goal

Performance Objective 1: The percent of 3rd grade students that score "Meets grade level or above" on STAAR Reading will increase from 53% to 61% by June 2025. Annual Target for 2022-2023 is 55%.

    Evaluation Data Sources: STAAR assessments, STAR benchmarks, 9 week assessments

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data from progress monitoring and benchmarks throughout the school year to determine RTI Needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase student success on benchmarks, progress monitoring, and STAAR testing
    Staff Responsible for Monitoring: All staff
 	
    Title I:
    2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Target gaps in learning by providing increased RTI time and instructional minutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student assessment progress and data results	**Nov**	**Feb**	**Apr**	**June**

Staff Responsible for Monitoring: All staff
 	
    Title I:
    2.4, 2.5
    - TEA Priorities:
Build a foundation of reading and math
    - ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
Strategy 3: Set up vertical and team meetings to ensure that all staff members are working together in the progress of closing the learning gaps. **Strategy's Expected Result/Impact:** Close the gaps in student learning **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Formative			Summative
	Nov	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 7: Early Childhood Math Goal

Performance Objective 1: The percent of 3rd grade students that score "meets grade level or above" on STAAR Math will increase from 54% to 62% by June 2025. Annual Target for 2022-2023 is 56%.

Evaluation Data Sources: STAAR assessment data, STAR benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Target gaps in learning by adding additional learning time and lengthening RTI periods.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the gaps in student learning **Staff Responsible for Monitoring:** All Staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Set up and attend vertical and team meetings to ensure that teachers are providing quality instruction and have the best resources to do so.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the gaps in student learning **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

State Compensatory

Budget for Sour Lake Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Sour Lake Elementary School

Name	Position	FTE
Amy Harris	Math RTI Teacher	1
Carol Hargraves	Teacher	1
Megan Enderle	Intervention Aide	1
Sheila Weston	Reading Intervention Teacher	1
Suzanne Swift	Reading RTI Teacher	0

Title I Personnel

Name	Position	Program	FTE
Mallory Browning	Reading Teacher		1
Sarah Lewis	Reading Teacher		1

Campus Funding Summary

Local Funds
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		199	$5,000.00
1	1	4	Melanie Green	199	$45,000.00
1	1	7		199	$400.00
1	1	8		199	$2,000.00
1	1	9			$0.00
1	1	10			$0.00
1	2	3			$0.00
1	2	4			$0.00
2	2	1			$0.00
3	1	2			$2,000.00
3	1	7	RTIME Materials		$1,000.00
4	1	1			$0.00
4	1	3			$0.00
5	1	8			$500.00
				Sub-Total	$55,900.00
**Title I Funds**
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5		211	$120,000.00
1	1	10			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	2			$1,500.00
2	2	2			$1,500.00
3	1	4			$1,500.00
				Sub-Total	$124,500.00

Title II Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Jennifer McShan	211	$45,000.00
1	1	4	April Morreale	255	$43,000.00
1	1	10			$0.00
				Sub-Total	$88,000.00
IMA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$9,000.00
1	1	11			$650.00
				Sub-Total	$9,650.00
SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
				Sub-Total	$0.00
Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
				Sub-Total	$0.00