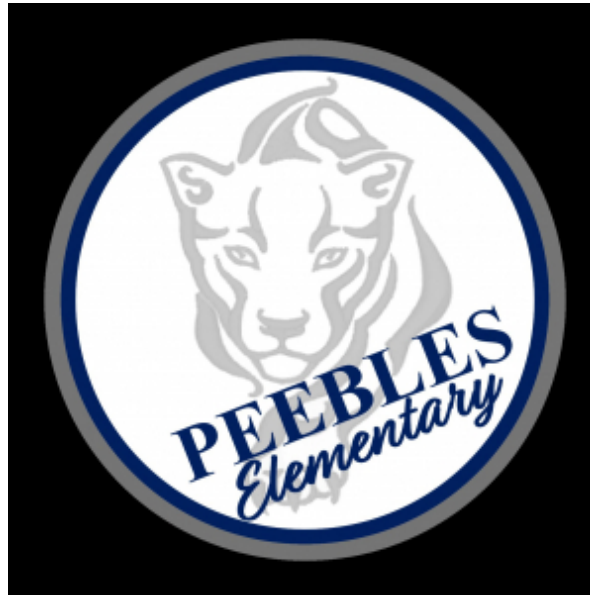


**Killeen Independent School District**  
**Peebles Elementary School**  
**2019-2020 Campus Improvement Plan**



# **Mission Statement**

Teach so that students learn to their maximum potential and become life-long learners.

## **Vision**

Through collaboration, hard work, and rigorous instruction, Peebles staff will instill in students a love of learning while preparing them for future challenges in a global society.

## **Core Beliefs**

We believe that collaboration, hard work, a commitment to excellence and focusing on what's best for students are essential for continuous improvement.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Peebles Elementary is a neighborhood school that serves students in PK-5th grade. We are one of four schools in KISD that hosts a bilingual program. In 2019-2020, Peebles will serve approximately 780 students. Our student population is diverse. The chart below shows the distribution of students by ethnic groups and special programs from the KISD Special Population Report dated May 30, 2019. The attendance rate of 95.7% and the average mobility rate of 31.4% are based on the 2017 - 2018 Texas Academic Performance Report (TAPR).

### Peebles Elementary Student Demographic Data

| Population by Ethnicity | % of Students | Special Program            | % of Students | Special Program                   | % of Students | Gender | % of Students |
|-------------------------|---------------|----------------------------|---------------|-----------------------------------|---------------|--------|---------------|
| African American        | 20.93%        | 504                        | 8.67%         | Gifted & Talented                 | 1.46%         | Male   | 52%           |
| American Indian         | 0.13%         | Attendance                 | 95.5%         | Homeless                          | 1.20%         | Female | 48%           |
| Asian                   | 0.53%         | At-Risk                    | 75.20%        | Immigrant                         | 0.93%         |        |               |
| Hispanic                | 63.07%        | Bilingual Program          | 47.33%        | Limited English Proficiency (LEP) | 52.40%        |        |               |
| Pacific Islander        | 1.87%         | Dyslexia                   | 3.07%         | Military                          | 6.40%         |        |               |
| Two or more races       | 6.80%         | Economically Disadvantaged | 88.60%        | Mobility rate                     | 31.40%        |        |               |
| White                   | 6.67%         | English Learners (EL)      | 5.20%         | Special Education                 | 9.29%         |        |               |

Peebles Elementary strives to encourage daily attendance with students arriving at school at the start of the instructional day. Approximately 20% of our

students are tardy on a daily basis which results in a significant loss in instruction time (Daily Tardy Reports). On time and daily attendance are celebrated and rewarded during semester awards ceremonies.

As reported in the TAPR for 2017-2018, Peebles had 150.8 staff members serving our PK-5 grade students. In 2018-2019, Peebles had 6 sections of pre-kindergarten, 7 sections of kindergarten, 7 sections of 1st grade, 6 sections of 2nd grade, 7 sections of third grade, 6 sections of 4th grade, and 6 sections of 5th grade. Half of the sections in each grade served bilingual students. In 2018-2019, Peeble's staff included 51 teachers, 7 professional support, 3 campus administrators, 18 educational aides, one librarian and 2 counselors. We also have a Bilingual Parent Liaison to assist parents as needed.

100% of Peebles professional staff meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. 100% of Peeble's teachers hold Bachelors Degrees and 16.1% hold Masters Degrees. Teachers have an average of 7.4 years of experience (2017-2018 TAPR). All teachers are assessed as part of the Texas Teacher Evaluation and Support System (T-TESS).

Professional development is ongoing and job-embedded throughout the school year. During the 2018-2019 school year, learning opportunities took place during in-service days, PLCs, staff meetings, planning days, and at after school curriculum study sessions provided by the District. Some of the professional development topics included lesson planning utilizing the Instructional Focus Document (IFD) and the Cognitive Rigor Matrix (CRM), Vision Management Discipline System, LLI and SIL best practices, using CIRCLE, MAP and other student data to guide instruction and plan interventions, identifying the gifted and talented student, Balanced Literacy, Empowering Writers & Toolkit, Imagine Learning, Imagine Learning Math, and Blue Print (PLC agendas, Staff PD sign in rosters).

During the 2019-20 school year, Peebles will continue the work on the next generation balanced literacy, the GRR instructional model, ensuring high cognitive tasks are tightly aligned to the learning goal and target, using student data to guide instruction, and the Vision Management Discipline System.

## **Demographics Strengths**

- Peebles hosts one of four bilingual programs in KISD.
  - We are adequately staffed to serve both monolingual and bilingual students.
  - Peebles student population is diverse.
  - Students who qualify, participate in either the Bilingual or ESL program.
  - During Intervention time students at Peebles have excellent resources to support learning.
  - The number of students who qualified as Talented and Gifted increased from five to twelve students.
  - New teachers are assigned a mentor/buddy to help develop rigorous lessons and get feedback from the Campus Instructional Specialist and their grade level team.
  - Teachers collaborate to create lesson plans.
  - Peebles encourages instructional assistants to continue their education, especially to pursue a teaching certification.
- Teachers and staff are given leadership opportunities such as mentoring, serving on SBDM, participating in leadership teams, teaching peers on campus and at the district level, becoming a part of the balanced literacy institute, serving as grade level leaders, and serving on the campus

instructional rounds team. Teachers needing additional support work closely with the campus instructional specialist while following their team lesson plans.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Approximately 20% of our students are tardy on a daily basis. **Root Cause:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on time students needs to increase from semester to at least monthly recognition.

**Problem Statement 2:** Peebles percentage of students identified as Gifted and Talented (GT) at 1.46% is lower than the district level of 3.64%. **Root Cause:** Teachers need additional professional development on the characteristics displayed by students of poverty who may qualify as Gifted and Talented. Peebles is working toward being a campus where all teachers receive certification in recognizing gifted characteristics in students.

# Student Academic Achievement

## Student Academic Achievement Summary

Peebles Accountability Rating for 2018 was MET STANDARD. (2017-2018 TAPR)

Universal screeners are used to assess students learning in every grade level at the beginning, middle, and at the end of the year.

Academic growth in math, reading, and science for KG - 5th grade students is assessed using the Measure of Academic Progress (MAP). The table below shows a comparison of the actual growth scores versus the projected growth scores from the beginning of the year (BOY) to the end of the year (EOY).

| MAP Growth Scores from BOY 2018 to EOY 2019 |               |                  |      |
|---|---------------|------------------|------|
| MAP Test by Grade Level                     | Actual Growth | Projected Growth | +/-  |
| Kindergarten Rdg                            | 13.5          | 18.7             | -5.2 |
| Kindergarten Math                           | 20.1          | 21.3             | -1.2 |
| 1st Rdg                                     | 14.7          | 18.3             | -3.6 |
| 1st Math                                    | 18.4          | 20.2             | -1.8 |
| 2nd Rdg                                     | 12.0          | 15.7             | -3.7 |
| 2nd Math                                    | 15.9          | 16.6             | -0.7 |
| 3rd Rdg                                     | 9.7           | 11.8             | -2.1 |
| 3rd Math                                    | 14.8          | 14.1             | +0.7 |
| 3rd Science                                 | 8.4           | 8.6              | -0.2 |
| 4th Rdg                                     | 6.1           | 8.8              | -2.7 |
| 4th Math                                    | 9.5           | 12.5             | -3   |
| 4th Science                                 | 6.4           | 7.00             | -0.6 |
| 5th Rdg                                     | 6.6           | 7.1              | -0.5 |
| 5th Math                                    | 10.4          | 10.4             | 0    |
| 5th Science                                 | 6.9           | 6.1              | +0.8 |

Throughout the state of Texas, students in grades 3 through 5 are assessed using the State of Texas Assessments of Academic Readiness (STAAR). The table below shows the comparison of student STAAR results of Approaches Grade Level Standard and Above for 2017-2018 and 2018-19.

| <b>STAAR</b>        | <b>2017 - 2018<br/>Approaches<br/>Grade Level</b> | <b>2018 - 2019<br/>Approaches<br/>Grade Level</b> | <b>+ / -</b> |
|---------------------|---|---|--------------|
| 3rd Reading English | 76%   | 74%   | <b>-2</b>    |
| 3rd Reading Spanish | 75%   | 62%   | <b>-13</b>   |
| 3rd Math English    | 86%   | 94%   | +8           |
| 3rd Math Spanish    | 71%   | 73%   | +2           |
| 4th Reading English | 65%   | 62%   | <b>-3</b>    |
| 4th Reading Spanish | 57%   | 28%   | <b>-29</b>   |
| 4th Math English    | 68%   | 60%   | <b>-8</b>    |
| 4th Math Spanish    | 56%   | 57%   | +1           |
| 4th Writing English | 59%   | 59%   | --           |
| 4th Writing Spanish | 47%   | 31%   | <b>-16</b>   |
| 5th Reading English | 86%   | 69%   | <b>-15</b>   |
| 5th Reading Spanish | 50%   | 63%   | +13          |
| 5th Math English    | 94%   | 85%   | <b>-11</b>   |
| 5th Math Spanish    | 78%   | 50%   | <b>-28</b>   |
| 5th Science English | 76%   | 50%   | <b>-26</b>   |
| 5th Science Spanish | 14%   | 38%   | +24          |

Analysis of the Texas 2018 Domain III Closing the Gaps Data Report revealed that particular attention should be paid to Peeble's special education population. Students in this subgroup who are not making adequate grade-level progress will receive small-group, targeted interventions to meet their needs.



The progress of Pre-Kindergarten students is assessed using the CIRCLE Progress Monitoring System. The table below shows results for 2018-19 from the beginning of the year (BOY) to the end of the year (EOY) compared to the District average. As indicated, Peebles monolingual assessment results are above the District average with the exception of Monolingual Rapid Letter Naming BOY and Rapid Vocabulary BOY. Peebles bilingual assessment results are above the District in every area assessed.

## Peebles Elementary Circle Data

| % On Track                 | Rapid Letter Naming BOY | Rapid Letter Naming EOY | Rapid Letter Naming GROWTH | Rapid Vocab. BOY | Rapid Vocab. EOY | Rapid Vocab. GROWTH | Phonol. Awareness BOY | Phonol. Awareness EOY | Phonol. Awareness GROWTH | Math BOY | Math EOY | Math GROWTH |
|----------------------------|-------------------------|-------------------------|----------------------------|------------------|------------------|---------------------|-----------------------|-----------------------|--------------------------|----------|----------|-------------|
| District Average           | 42%                     | 82%                     | 40%                        | 59%              | 78%              | 19%                 | 76%                   | 82%                   | 6%                       | 80%      | 90%      | 11%         |
| Peebles Monolingual        | 40%                     | 85%                     | 44%                        | 55%              | 97%              | 43%                 | 81%                   | 95%                   | 14%                      | 81%      | 90%      | 9%          |
| District Bilingual Average | 16%                     | 86%                     | 70%                        | 39%              | 63%              | 23%                 | 68%                   | 71%                   | 3%                       | 63%      | 92%      | 28%         |
| Peebles Bilingual          | 20%                     | 94%                     | 73%                        | 55%              | 98%              | 43%                 | 80%                   | 98%                   | 18%                      | 65%      | 100%     | 35%         |

## Student Academic Achievement Strengths

- MAP - 3rd grade exceeded one year's targeted growth in math.
- MAP - 5th grade exceeded one year's targeted growth in science.
- MAP - 5th grade achieved one year's targeted growth goal in math.
- STAAR - 33% of all grade levels tested in English for math exceeded performance levels from 17-18 to 18-19.
- STAAR - 67% of all grade levels tested in Spanish for math exceeded performance levels from 17-18 to 18-19.
- STAAR - Writing scores tested in English met performance levels from 17-18 to 18-19.
- STAAR - 33% of all grade levels tested in Spanish for reading exceeded performance levels from 17-18 to 18-19.
- STAAR - Science scores tested in Spanish increased by 24% from 17-18 to 18-19.
- CIRCLE - Peebles monolingual scored above the District in all but two areas assessed.
- CIRCLE - Peebles bilingual scored above the District in all areas assessed.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** MAP - Students in K-5 grade did not make the projected average growth in Reading as measured by MAP. **Root Cause:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 2:** With the exception of 5th grade Spanish, the percentage of 3rd-5th grade students achieving Approaches Grade Level on STAAR Reading Spanish declined from 17-18 to 18-19. **Root Cause:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 3:** MAP - 67% of all grades tested did not meet expected growth for math. **Root Cause:** Individual student learning gaps were not being address during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 4:** STAAR - 67% of 3rd-5th grade students achieving Approaches grade level on STAAR math declined from 17-18 to 18-19. **Root Cause:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 5:** MAP - 67% of all grades tested did not met expected growth for science. **Root Cause:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 6:** STAAR - Science scores tested in English decreased by 26 percentage points from 17-18 to 18-19. **Root Cause:** Individual student

learning gaps were not being addressed during interventions. Students did not participated on hands-on activities to increase their understanding of the learning concepts. Students need hands activities to deepen learning.

**Problem Statement 7:** STAAR - Writing scores tested in Spanish declined by 16 percentage points from 17-18 to 18-19 **Root Cause:** Foundational skills in grammar and phonics were not addressed during writing interventions. Students need strong foundational skills in grammar and phonics to improve writing skills.

**Problem Statement 8:** STAAR-Writing percentage of students that performed at Approaches level was 59%. **Root Cause:** Empowering Writing was not implemented across grade levels with fidelity. Teachers need additional professional development and coaching on how to utilize Empowering Writing. Teachers need additional time for planning lessons.

**Problem Statement 9:** 50% of Spanish STAAR scores declined from 17-18 to 18-19 school year **Root Cause:** There was a lack of Spanish Intervention resources to assist students who struggled with foundational concepts.

**Problem Statement 10:** CIRCLE EOY Data - Peebles students performed above district average in all areas assessed. **Root Cause:** Teachers planned collaboratively and consistently progress monitored their students.

# School Processes & Programs

## School Processes & Programs Summary

Peebles staff serve students in grades PK-5. Half of the teachers in each grade level serve bilingual students. Peebles is a Title I campus. During the Fall, parent meetings are held and the Parent and Family Engagement Policy is provided to parents. The components of Title I are explained along with how Title I funds are used to ensure students success. The Home-School Compact is signed by teachers, parents, and students during parent/teacher conferences. In the Spring of every school year, our annual Title I meetings are held. The purpose of the meetings is to review the Parent and Family Engagement Policy and Home-School Compact and make revisions as needed based on input from parents and attending staff. All parents and family members are invited to attend. The meetings are offered at flexible times and dates that are convenient to parents and family members.

Peebles provides students a positive and safe environment in which to learn and grow. We follow the expectations outlined in our District's Student Code of Conduct as well as the guidelines in our Student Handbook. Teachers are trained to use the positive Vision Management Behavior System to train students to self-regulate themselves. We celebrate our students through our character recognition lunches and assemblies where students are recognized for their academic achievements and attendance. All staff have been trained in Vision Management positive behavior management. There were 1,018 discipline referrals written in 2018-2019. This is a 34% increase from the previous year. For 2019-2020 Peebles staff will receive additional training in positive Vision Management Behavior System and how to develop positive relationships with students with the goal of increasing student self-regulation, more time on instruction, and a decrease in discipline referrals.

Peebles follows the guaranteed and viable curriculum in the TEKS Resources System (TRS). Teachers use the Instructional Focus Documents (IFD), the Cognitive Rigor Matrix (CRM), the Year at a Glance (YAG), and the KISD Pacing Calendar to plan units of instruction. Teachers work collaboratively alongside campus leadership in weekly PLC meetings to discuss instructional strategies, the implementation of the Gradual Release of Responsibility teaching model, intervention plans, and also review data to inform their next instructional moves. PLCs are guided by purposeful agendas that are provided in advance to teachers. All staff at Peebles are encouraged to become certified to recognize the characteristics of giftedness and teach gifted students.

Teachers use a variety of best practices when instructing students at our school supported through the use of TEKS Resource System and the TEKS. Common unit assessments are given in math, reading, and science. Results are discussed and compared following assessments. For 2019-2020 Peebles will focus on improving reading utilizing the framework of next generation balanced literacy. We support students identified in programs such as ESL, Special Education, Speech, 504, Dyslexia, and GT. We follow the RtI model when intervening for students in need. Several programs support instruction and interventions, including Fountas & Pinnell, Leveled Literacy Intervention, Sistema de Intervencion de la Lectura (SIL), Imagine Learning Literacy, Imagine Learning Math, Blue Print, Math Stackers, Moby Max, and Stemsscopes. ST Math is a math supplement that all PK-5 students participate in during the school year to help with math problem solving. ST Math usage reports show that Peebles is the second highest in the District for progress using problem solving tool.

Students meet the state requirement for physical education by state-certified physical education teachers. Students participate in Fitnessgram as required by state/district guidelines. Students receive regular music education by certified music teachers.

100% of the faculty and staff at Peebles Elementary meet Texas Education Agency certification requirements. Para-professional staff members meet the highly qualified requirements of the Every Student Succeeds Act. According to the TAPR for 2017-2018, our staff met the following criteria: Beginning Teachers = 7.8%, 1-5 Years Experience = 17.0%, 6-10 Years Experience = 8.0%, 11-20 Years Experience = 17.1%, Over 20 Years Experience = 7.0%. We welcomed 24 "new to the building" staff members in 2018-2019.

Throughout the school year teachers have the opportunity to build capacity and collaborate with others during daily planning times and professional development days. At the beginning of the year, new teacher meetings are held regularly to help new staff understand campus and district goals as well as provide training for instructional expectations across our school. Teachers plan together to unpack the standards three times a year. Teachers work together to implement the Gradual Release of Responsibility (GRR) instruction model. Teachers meet weekly with their grade levels to plan instruction. Instructional support is requested during PLCs and grade level meetings as the need arises based on formative and summative data reviews by teachers. A structured PLC schedule provides additional time to collaborate about the curriculum, instruction, and student needs.

Teachers and administrators work collaboratively to identify RtI interventions and supplemental resources to help students in areas of identified needs. Small group interventions are implemented across grade levels to support struggling students as they work toward academic success. During interventions teachers and Instructional Aides utilize the following resources to assist students, Leveled Literacy Intervention (LLI), Sistema de Intervencion de la Lectura (SIL), Do the Math, Imagine Learning Literacy, Imagine Learning Math, Blue Print, Stemsopes, Countdown to STAAR, and Mentoring Minds. Data indicated bilingual students who struggled with foundational concepts showed little progress following interventions. (Intervention logs and tracking data).

The 2019-2020 school year will be the third year that Peebles utilizes the Collaborative Teaching model. This teaching model allows for the collaboration of the General and Special Education teachers during instruction to maximize achievement for all students.

Teachers at Peebles participate in campus instructional rounds at least twice annually. Data from the 2018-2019 campus instructional rounds showed that students need increased opportunities to work collaboratively during learning activities. Instructional rounds data also showed that there is a need to increase the direct alignment of learning targets and learning tasks. We will continue to improve on these areas of need this coming year.

Our school counselors provide regularly scheduled lessons on bullying prevention, friendship, conflict resolution and other social skills. Our counselors provide guidance lessons based on students need. Need is determined through class surveys and immediate response to current events. Students can be referred to the counselor for additional help in anger management, conflict resolution, social skills, and bullying. Students have the opportunity to turn in a self-referral request to see a counselor throughout the year. Counselors take an active role in connecting with parents about issues that may arise and provide additional resources for parents when needed. Additional enrichment activities are provided for GT students.

## **School Processes & Programs Strengths**

- Peebles provides a positive and safe environment in which to learn and grow.

- Teachers are trained to use the positive Vision Management Behavior System
- Students are celebrated during character recognition lunches and award assemblies.
- Peebles schedules Title 1 meetings at flexible times and dates that are convenient to parents.
- Teachers work collaboratively alongside campus leadership.
- Teachers and students have access to several programs that supports instruction and interventions and can be accessed at school and home.
- Throughout the school year teachers have the opportunity to build capacity and collaborate with others.
- Peebles utilizes the Collaborative Teaching model and the Gradual Release of Responsibility model.
- School counselors provide regularly scheduled lessons on bullying prevention, friendship, conflict resolution and other social skills. Additional enrichment activities are provided for GT students.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Discipline referrals increased by 34% in 2018-2019 compared to the previous year. **Root Cause:** Teachers are gradually becoming proficient at the campus-wide Vision Management behavior plan that involves goal setting and teaching students how to self-regulate their behavior.

**Problem Statement 2:** Students showed a low percentage of collaborating with peers and engaging in accountable talk on a routine basis. **Root Cause:** Teachers need professional development on increasing student collaboration.

# Perceptions

## Perceptions Summary

Peebles maintains a strong community commitment in seeking innovative ideas and diverse perspectives for the improvement of the school experience for our students and their families. Peebles hosts multiple events focusing on parent involvement and student achievement such as our annual Barn Dance featuring students and family members following the music department's lead through various dances, field trips, Family Literacy Nights, book fairs, parent teacher conferences, and Career Day where parents and community members are presenters.

A bilingual parent liaison provides support for our families by hosting weekly English classes for bilingual parents and weekly Tiny Tots Reading instruction for pre-school children. Family surveys in the fall and spring semesters provide innovative ideas and collect reflections from parents and community members. The majority of the annual parent survey results indicate that parents view our school and staff favorably.

Parent involvement is at its highest for celebratory events such as luncheons and academic awards but remains low for academic based events such as family reading programs, parent meetings, and Tiny Tots (Parent involvement monthly report). Our partnerships with community members are celebrated through Peebles displays, newsletters, marquees, and assemblies.

Every form of communication serves as an outreach to parent and community partners. Peebles disseminates all information in both English & Spanish. We provide automatic phone calls home to let parents know when there are important events at school and when students are absent. Parents can monitor student academic progress through the home access online grade book.

Parents and community members participate in the Site Based Decision Making Committee (SBDM). This committee reviews data for the purpose of making instructional decisions and oversees the spending of the State Compensatory Education and Title 1 funds. SBDM members are nominated and elected by Peebles Elementary staff. The district, business, and parent members are selected by campus staff. Our SBDM meets 6 times each year and uses 4 of those meeting times to review goals, objectives and strategies and complete formative and summative reviews in Plan4Learning (per SBDM agendas and minutes).

Our Adopt-A-School military unit provides volunteer services during school wide events. Several volunteers provide hours of support to our teachers by working with students in the classroom, helping prepare materials and projects for student use, helping at the book fairs, as well as chaperoning field trips (Volunteer sign in logs).

Students state that they like to come to school and enjoy being with their teachers. Peebles is known as a "good school" by people in the community. Students know they are loved and cared for, no matter their circumstances (Student and Parent surveys).

Peebles has a wonderful, supportive staff. Our secretaries, paraprofessionals, custodians, cafeteria staff, clinic staff, teachers and leadership team are all very positive and helpful to our students. All members of our school family are crucial to the success of our students. Everyone truly has a sense of family and

work together to help children.

### **Perceptions Strengths**

- Peebles hosts multiple events focusing on parent involvement and student achievement.
- A bilingual parent liaison provides support for our families.
- Tiny Tots - Reading instruction for pre-school children is hosted weekly at Peebles.
- Weekly English classes for bilingual parents.
- Peebles disseminates all information in English & Spanish.
- Parents and community members participate in the Site Based Decision Making Committee.
- Very active Adopt-A-School military unit.
- Active volunteers provide hours of support.
- The input of all stake holders is welcomed and invited.

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

**Problem Statement 1:** Parent involvement is at its highest for celebratory events such as luncheons and academic awards, but remains low for academic based events such as family reading programs, parent meetings, and Tiny Tots. **Root Cause:** Consistent and frequent communication with parents about school activities were not implemented with fidelity.



# Priority Problem Statements

**Problem Statement 1:** Discipline referrals increased by 34% in 2018-2019 compared to the previous year.

**Root Cause 1:** Teachers are gradually becoming proficient at the campus-wide Vision Management behavior plan that involves goal setting and teaching students how to self-regulate their behavior.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Approximately 20% of our students are tardy on a daily basis.

**Root Cause 2:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on time students needs to increase from semester to at least monthly recognition.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Approximately 20% of our students are tardy on a daily basis.

**Root Cause 3:** School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on time students needs to increase from semester to at least monthly recognition.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Peebles percentage of students identified as Gifted and Talented (GT) at 1.46% is lower than the district level of 3.64%.

**Root Cause 4:** Teachers need additional professional development on the characteristics displayed by students of poverty who may qualify as Gifted and Talented. Peebles is working toward being a campus where all teachers receive certification in recognizing gifted characteristics in students.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** MAP - Students in K-5 grade did not make the projected average growth in Reading as measured by MAP.

**Root Cause 5:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 7:** With the exception of 5th grade Spanish, the percentage of 3rd-5th grade students achieving Approaches Grade Level on STAAR Reading Spanish declined from 17-18 to 18-19.

**Root Cause 7:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 7 Areas:** Student Academic Achievement

**Problem Statement 8:** MAP - 67% of all grades tested did not meet expected growth for math.

**Root Cause 8:** Individual student learning gaps were not being address during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 8 Areas:** Student Academic Achievement

**Problem Statement 9:** Parent involvement is at its highest for celebratory events such as luncheons and academic awards, but remains low for academic based events such as family reading programs, parent meetings, and Tiny Tots.

**Root Cause 9:** Consistent and frequent communication with parents about school activities were not implemented with fidelity.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** STAAR - 67% of 3rd-5th grade students achieving Approaches grade level on STAAR math declined from 17-18 to 18-19.

**Root Cause 10:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 10 Areas:** Student Academic Achievement

**Problem Statement 11:** MAP - 67% of all grades tested did not met expected growth for science.

**Root Cause 11:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 11 Areas:** Student Academic Achievement

**Problem Statement 12:** STAAR - Science scores tested in English decreased by 26 percentage points from 17-18 to 18-19.

**Root Cause 12:** Individual student learning gaps were not being addressed during interventions. Students did not participated on hands-on activities to increase their understanding of the learning concepts. Students need hands activities to deepen learning.

**Problem Statement 12 Areas:** Student Academic Achievement

**Problem Statement 13:** STAAR - Writing scores tested in Spanish declined by 16 percentage points from 17-18 to 18-19

**Root Cause 13:** Foundational skills in grammar and phonics were not addressed during writing interventions. Students need strong foundational skills in grammar and phonics to improve writing skills.

**Problem Statement 13 Areas:** Student Academic Achievement

**Problem Statement 14:** STAAR-Writing percentage of students that performed at Approaches level was 59%.

**Root Cause 14:** Empowering Writing was not implemented across grade levels with fidelity. Teachers need additional professional development and coaching on how to utilize Empowering Writing. Teachers need additional time for planning lessons.

**Problem Statement 14 Areas:** Student Academic Achievement

**Problem Statement 15:** 50% of Spanish STAAR scores declined from 17-18 to 18-19 school year

**Root Cause 15:** There was a lack of Spanish Intervention resources to assist students who struggled with foundational concepts.

**Problem Statement 15 Areas:** Student Academic Achievement

**Problem Statement 16:** CIRCLE EOY Data - Peebles students performed above district average in all areas assessed.

**Root Cause 16:** Teachers planned collaboratively and consistently progress monitored their students.

**Problem Statement 16 Areas:** Student Academic Achievement

**Problem Statement 17:** Students showed a low percentage of collaborating with peers and engaging in accountable talk on a routine basis.

**Root Cause 17:** Teachers need professional development on increasing student collaboration.

**Problem Statement 17 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **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
- TTESS data
- T-PESS 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
- Communications data
- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Peebles Elementary will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

**Performance Objective 1:** By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core, at least 80% of all students and student groups will meet or exceed the standard on campus, district and state assessments in reading, writing, science, and math.

### Evaluation Data Source(s) 1: CIRCLE

CUA  
TELPAS  
MAP  
STAAR

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Nov       | Jan | Mar | June      |
| 1) Teachers will support both monolingual and bilingual students in core subject areas by integrating technology into instruction, providing hands-on learning experiences in math and science, and implementing the components of new balanced literacy for ELAR. The gradual release of responsibility model will be implemented to ensure student mastery of concepts. Data will be used to guide lesson planning. | 2.4, 2.5, 2.6 | Campus Administrators<br>CIS Technologist<br>Teachers | By June 2020, 75% of all students will meet the minimum standards for math, reading, writing, and science, as measured by curriculum assessments, MAP, EOY Circle, and STAAR in both Spanish and English. |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 29841.36, 166 - State Comp Ed - 49175.00  |               |   |   |           |     |     |           |





| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|---|--|-----------|-----|-----|-----------|
|   |               |   |  | Formative |     |     | Summative |
|   |               |   |  | Nov       | Jan | Mar | June      |
| 2) Teacher of Bilingual and ESL students will provide support for LEP students through the use of small group instruction. Bilingual teachers will ensure that bilingual students are provided with opportunities to become fluent in both Spanish and English. Use of technology will be integrated with direct instruction in both programs.<br>Math instruction will be taught in English in PK-5th classes. | 2.4, 2.5, 2.6 | Campus Administrators<br>CIS                    | Bilingual students will demonstrate increased English fluency in collaborative conversations during walkthroughs along with increased English proficiency in campus based assessments. Foundational Spanish assessments such as STAAR and campus created will show 5% improvement over previous year's scores. |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 2, 4, 6, 7, 8, 9<br><b>Funding Sources:</b> 263 - ESEA, Title III Part A - 10044.10, 165/ES0 - ELL - 3087.00  |               |   |  |           |     |     |           |
| 3) Teachers and Aides will provide appropriate interventions for struggling students in reading, math, writing, and science, utilizing Mentoring Minds Math, Reading, Science, and Writing; Imagine Learning, Countdown to STAAR, LLI, SIL and Versatiles.  | 2.4, 2.5, 2.6 | CIS<br>Campus Administrators                    | By June of 2020, 75% of all students will meet the minimum standards for reading, math, writing, and science as measured by CUAs, EOY Circle, MAP and STAAR.   |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>Funding Sources:</b> 166 - State Comp Ed - 6423.50, 211 - ESEA, Title I Part A - 36847.58, 165/BI0 - Bilingual - 26092.50   |               |   |  |           |     |     |           |
| 4) Teachers and Aides will provide tutoring to improve student achievement in math, reading, writing, and science. Additional targeted support will be provided to students who are White and receive Special Education services.   | 2.6           | CIS<br>Campus Administrators                    | By June of 2020, 75% of all students will meet the minimum standards for reading, math, writing, and science as measured by CUAs, EOY Circle, MAP and STAAR.   |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>Funding Sources:</b> 166 - State Comp Ed - 1000.00, 211 - ESEA, Title I Part A - 9300.00  |               |   |  |           |     |     |           |
| 5) Counselors will provide experiences to encourage career readiness, discourage dropout and build background experiences for students by scheduling a fifth-grade trip to the KISD Career Center and by providing a career day for intermediate students during the spring semester  | 2.5, 2.6      | Counselors<br>Teachers<br>Campus Administrators | Increased student background experiences in college and career readiness.  |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9   |               |   |  |           |     |     |           |
| <b>Additional Targeted Support Strategy</b><br>6) Full-time Instructional Coaches will assist students and teachers in kinder through fifth grade to support academic achievement by modeling expert instruction, mentoring new teachers, observing instruction, and providing feedback.<br>Additional targeted support will be provided to white and special education student groups.                         | 2.4, 2.5, 2.6 | CIS<br>Campus Administrators                    | 5-point increase in achievement from previous year in fourth and fifth grade reading achievement as measured by STAAR in both English and Spanish.   |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 2, 4, 6, 7, 8, 9<br><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 148508.36  |               |   |  |           |     |     |           |



| Strategy Description   | ELEMENTS   | Monitor                                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|---|---|-----------|-----|-----|-----------|
|  |  |   |   | Formative |     |     | Summative |
|  |  |   |   | Nov       | Jan | Mar | June      |
| <b>Additional Targeted Support Strategy</b><br>7) A full-time fifth grade classroom teacher will be added to reduce class sizes and provide small group instruction in reading, math, and science to the depth and complexity required by the IFD.                         | 2.4, 2.5, 2.6  | CIS<br>Campus<br>Administrators             | By June 2020, 75% of all students will meet the minimum standards for math, reading, writing, and science, as measured by curriculum assessments, MAP, EOY Circle, and STAAR. |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 61507.20 |   |   |           |     |     |           |
| 8) Bilingual, monolingual, and Collaborative teachers will plan collaboratively using elements of the IFD, the Cognitive Rigor Matrix, and the GRR instructional model.  | 2.6  | CIS<br>Campus<br>Administrators             | By June 2020, 75% of all students will meet the minimum standards for math, reading, writing, and science, as measured by curriculum assessments, MAP, EOY Circle, and STAAR. |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9<br><b>Funding Sources:</b> 166 - State Comp Ed - 5000.00         |   |   |           |     |     |           |
| 9) Teachers will utilize Empowering Writers resources to create exemplar lessons to improve student writing achievement.   | 2.4, 2.5, 2.6  | Teachers<br>CIS<br>Campus<br>Administrators | By June 2020, 75% of all students will meet the minimum standards for writing as measured by curriculum assessments, MAP, and STAAR.  |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 7, 8, 9<br><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 4000.00                    |   |   |           |     |     |           |
| 10) Pre-K Teachers will consistently progress monitor students between CIRCLE assessments, analyze student progress, and plan strategies to improve student achievement. ECPD coaches will provide training in specific strategies for rapid letter naming and vocabulary. | 2.4, 2.6   | Campus<br>Administrators                    | By June 2020, all students will meet growth expectations in all areas assessed in both CIRCLE and CIRCLE math.  |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 10   |   |   |           |     |     |           |

| Strategy Description  | ELEMENTS | Monitor                                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|---|---|-----------|-----|-----|-----------|
|   |          |   |   | Formative |     |     | Summative |
|   |          |   |   | Nov       | Jan | Mar | June      |
| <p>11) Expand students' background knowledge and improve student engagement through quality educational experiences outside of the classroom.</p> <p>Pre-K<br/>Pumpkin Patch-observe lifecycles<br/>Planetarium - observe planetary objects</p> <p>Kinder -<br/>Planetarium -observe planetary objects<br/>Strawberry Farm-observe lifecycles</p> <p>1st Grade<br/>Inner Space Caverns - observe landform changes<br/>Strawberry Farms-observe lifecycles</p> <p>2nd Grade<br/>Thinkery in Austin - science and math interactive learning applications</p> <p>Strawberry Farms - observe life cycles</p> <p>3rd Grade<br/>Mayborn Museum-rapid changes on the surface of the earth<br/>GIS Day (Geographical Information Services) on Fort Hood - recycling and Earth Day</p> <p>4th Grade<br/>Inner Space Caverns-rapid changes on the surface of the earth</p> <p>Bob Bullock Museum/Capitol - Various Texas landforms</p> <p>5th Grade<br/>Cameron Park Zoo - lifecycles<br/>Mayborn Museum-Fossils, rock cycle and landform changes</p> | 2.6      | Teachers<br>CIS<br>Campus<br>Administrators | By June 2020, 75% of all students will meet the minimum standards for math, reading, writing, and science, as measured by curriculum assessments, MAP, EOY Circle, and STAAR. |           |     |     |           |
| <p><b>Problem Statements:</b> Student Academic Achievement 6</p> <p><b>Funding Sources:</b> 166 - State Comp Ed - 14801.50</p>  |          |   |   |           |     |     |           |

| Strategy Description  | ELEMENTS   | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|--|---|---|-----------|-----|-----|-----------|
|   |  |   |   | Formative |     |     | Summative |
|   |  |   |   | Nov       | Jan | Mar | June      |
| 12) Teachers on the Writing Committee from each grade level will collaborate to develop common grade level revising and editing assessments.<br>All student will write in all genres across all subject areas. Grade level teams will bring a selected writing samples from given parameters to PLCs, score the writings, and plan instruction based on student needs. They will be scored using campus-wide common rubrics. Student writing will be displayed on Writing Committee bulletin board. | 2.4, 2.5, 2.6  | KG-5th grade teachers<br>CISs<br>APs<br>Principal                               | Increase in writing STAAR scores<br>Campus and district unit assessments  |           |     |     |           |
|   | <b>Problem Statements:</b> Student Academic Achievement 7, 8 |   |   |           |     |     |           |
| 13) The KISD Unit Lesson Progression Chart will be completed collaboratively during PLCs with administrators and teachers. Unit Maps and the Pacing Calendar will be used to ensure success criteria is aligned to the learning targets and the learning progression.   | 2.4, 2.5, 2.6  | APs<br>CISs<br>Principal  | STAAR,<br>Common Assessments,<br>Lesson Plans,<br>Student Grades          |           |     |     |           |
|   | <b>Problem Statements:</b> Student Academic Achievement 7, 8 |   |   |           |     |     |           |
| 14) Daily, direct instruction focusing on revising and editing will be included in the literacy block for 4th grade students.   | 2.4, 2.5, 2.6  | Teachers<br>CISs<br>APs<br>Principal  | STAAR, MAP, Common Assessments,<br>Student grades                         |           |     |     |           |
|   | <b>Problem Statements:</b> Student Academic Achievement 7, 8 |   |   |           |     |     |           |
| 15) Students in grades 1-5 will attend the science lab weekly. Pre-Kindergarten and Kindergarten students will conduct science experiments in classrooms. An instructional assistant will prep and assist in the lab. Science instructional materials will ensure students have hands-on, real-life applicable learning in the science lab.   | 2.4, 2.5, 2.6  | PK-5th grade teachers,<br>Instructional Assistant,<br>Principal,<br>APs,<br>CIS | STAAR, Common Assessments, Student Grades,<br>Weekly Usage Tracking Sheet |           |     |     |           |
|   | <b>Problem Statements:</b> Student Academic Achievement 6    |   |   |           |     |     |           |

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|--|---|-----------|-----|-----|-----------|
|  |               |  |   | Formative |     |     | Summative |
|  |               |  |   | Nov       | Jan | Mar | June      |
| 16) Teachers will coach students to mastery in various events to prepare students to participate in District Science Olympiad Events.  | 2.4, 2.5, 2.6 | 3rd - 5th grade teachers,<br>Instructional Coaches,<br>Principal,<br>APs,<br>CIS | Students successful performances on Science Olympiad Event as measured by events rubrics. |           |     |     |           |
| <b>Problem Statements:</b> Student Academic Achievement 6  |               |  |   |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |  |   |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Student Academic Achievement  |
|---|
| <b>Problem Statement 1:</b> MAP - Students in K-5 grade did not make the projected average growth in Reading as measured by MAP. <b>Root Cause 1:</b> Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.  |
| <b>Problem Statement 2:</b> With the exception of 5th grade Spanish, the percentage of 3rd-5th grade students achieving Approaches Grade Level on STAAR Reading Spanish declined from 17-18 to 18-19. <b>Root Cause 2:</b> Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.   |
| <b>Problem Statement 3:</b> MAP - 67% of all grades tested did not meet expected growth for math. <b>Root Cause 3:</b> Individual student learning gaps were not being address during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.  |
| <b>Problem Statement 4:</b> STAAR - 67% of 3rd-5th grade students achieving Approaches grade level on STAAR math declined from 17-18 to 18-19. <b>Root Cause 4:</b> Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons. |
| <b>Problem Statement 5:</b> MAP - 67% of all grades tested did not met expected growth for science. <b>Root Cause 5:</b> Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.  |
| <b>Problem Statement 6:</b> STAAR - Science scores tested in English decreased by 26 percentage points from 17-18 to 18-19. <b>Root Cause 6:</b> Individual student learning gaps were not being addressed during interventions. Students did not participated on hands-on activities to increase their understanding of the learning concepts. Students need hands activities to deepen learning.  |
| <b>Problem Statement 7:</b> STAAR - Writing scores tested in Spanish declined by 16 percentage points from 17-18 to 18-19 <b>Root Cause 7:</b> Foundational skills in grammar and phonics were not addressed during writing interventions. Students need strong foundational skills in grammar and phonics to improve writing skills.   |
| <b>Problem Statement 8:</b> STAAR-Writing percentage of students that performed at Approaches level was 59%. <b>Root Cause 8:</b> Empowering Writing was not implemented across grade levels with fidelity. Teachers need additional professional development and coaching on how to utilize Empowering Writing. Teachers need additional time for planning lessons.  |

|   |
|---|
| <b>Student Academic Achievement</b>   |
| <b>Problem Statement 9:</b> 50% of Spanish STAAR scores declined from 17-18 to 18-19 school year <b>Root Cause 9:</b> There was a lack of Spanish Intervention resources to assist students who struggled with foundational concepts. |
| <b>Problem Statement 10:</b> CIRCLE EOY Data - Peebles students performed above district average in all areas assessed. <b>Root Cause 10:</b> Teachers planned collaboratively and consistently progress monitored their students.    |

## Goal 2: Killeen ISD will recruit, employ, develop, and retain a highly effective staff that proactively engages students for success.

**Performance Objective 1:** By June 2020, 100% of professional staff members will participate in a variety of professional development to strengthen the instructional core: the teacher's knowledge, the students engagement, and the rigor of the curriculum.

**Evaluation Data Source(s) 1:** PLC and professional development records. Walk-through information, lesson plan analysis, staff and student surveys.

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS      | Monitor                   | Strategy's Expected Result/Impact  | Reviews  |     |     |           |
|---|---------------|---------------------------|--|--|-----|-----|-----------|
|   |               |                           |  | Formative  |     |     | Summative |
|   |               |                           |  | Nov  | Jan | Mar | June      |
| 1) Peebles will participate in district Instructional Rounds and campus-internal rounds to ensure campus and district alignment in the support of student achievement.  | 2.4, 2.6      | CIS Principal             | Campus instructional practices will remain on a cycle of continuous improvement utilizing the data gained from Instructional Rounds.   |  |     |     |           |
|   |               |                           |  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br><b>Funding Sources:</b> 166 - State Comp Ed - 4500.00 |     |     |           |
| 2) All Teachers and the CIS, will attend GT professional development to attain certification or re-certify as GT teachers in efforts to increase identification of students who may qualify as Gifted and Talented. | 2.4, 2.5      | CIS Campus Administrators | Increase in the identification of Gifted and Talented students to match the District average.  |  |     |     |           |
|   |               |                           |  | <b>Problem Statements:</b> Demographics 2<br><b>Funding Sources:</b> 177 - Gifted/Talented - 0.00  |     |     |           |
| 3) Teachers and interventionists of ELL and bilingual students will attend professional development on strategies/best practices for meeting the needs of these students.   | 2.4, 2.5, 2.6 | CIS Campus Administrators | Bilingual students will demonstrate increased English fluency in collaborative conversations during walkthroughs along with increased English proficiency in campus based assessments. Foundational Spanish assessments such as STAAR and campus created will show 5% improvement over previous year's scores. |  |     |     |           |
|   |               |                           |  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 7, 8, 9  |     |     |           |

| Strategy Description   | ELEMENTS  | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---|--|---|-----------|-----|-----|-----------|
|  |   |  |   | Formative |     |     | Summative |
|  |   |  |   | Nov       | Jan | Mar | June      |
| 4) Creator of Math Stackers will provide PD on January 6th on classroom implementation of Math Stackers to offer active learning PK - 5 grade students.  | 2.4, 2.5, 2.6   | CIS<br>Campus<br>Administrators                                  | By June 2020, 75% of all students will meet the minimum standards for math as measured by curriculum assessments, MAP, EOY Circle, and STAAR in both Spanish and English. |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 3, 4, 9<br><b>Funding Sources:</b> 211 - ESEA, Title I Part A - 1900.00 |  |   |           |     |     |           |
| 5) Classroom and Special Education teachers will receive two planning days to meet as a group to review and plan using the YAG, IFD, PA, Pacing Calendar, Unit Map, the Unit Progression Chart, and student data to use to improve student achievement through focused collaborative conversations and deepened their understanding of the instructional core, interventions and research-based strategies. Teachers will plan for the same content area at the same time in order for all teachers to have a common understanding of the curriculum. Substitutes will be provided for 2 full days (one in Oct. and one in January). | 2.4, 2.5, 2.6   | Teachers<br>Instructional<br>Coaches<br>CISs<br>APs<br>Principal | Increase teacher clarity on lesson outcomes and deepened understanding of the instructional core, interventions and research-based strategies.                            |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10   |  |   |           |     |     |           |
| 6) Teachers will participate in a book study in a small group on Leader Without a Title. Teachers will discuss and implement what they learned in their classrooms.  | 2.4, 2.5, 2.6   | Teachers<br>CIS<br>APs<br>Principal                              | Increased ownership of student outcomes.  |           |     |     |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10   |  |   |           |     |     |           |
| <div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>   |   |  |   |           |     |     |           |

### Performance Objective 1 Problem Statements:

| Demographics  |
|---|
| <b>Problem Statement 2:</b> Peebles percentage of students identified as Gifted and Talented (GT) at 1.46% is lower than the district level of 3.64%. <b>Root Cause 2:</b> Teachers need additional professional development on the characteristics displayed by students of poverty who may qualify as Gifted and Talented. Peebles is working toward being a campus where all teachers receive certification in recognizing gifted characteristics in students. |

## Student Academic Achievement

**Problem Statement 1:** MAP - Students in K-5 grade did not make the projected average growth in Reading as measured by MAP. **Root Cause 1:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 2:** With the exception of 5th grade Spanish, the percentage of 3rd-5th grade students achieving Approaches Grade Level on STAAR Reading Spanish declined from 17-18 to 18-19. **Root Cause 2:** Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.

**Problem Statement 3:** MAP - 67% of all grades tested did not meet expected growth for math. **Root Cause 3:** Individual student learning gaps were not being address during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 4:** STAAR - 67% of 3rd-5th grade students achieving Approaches grade level on STAAR math declined from 17-18 to 18-19. **Root Cause 4:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 5:** MAP - 67% of all grades tested did not met expected growth for science. **Root Cause 5:** Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.

**Problem Statement 6:** STAAR - Science scores tested in English decreased by 26 percentage points from 17-18 to 18-19. **Root Cause 6:** Individual student learning gaps were not being addressed during interventions. Students did not participated on hands-on activities to increase their understanding of the learning concepts. Students need hands activities to deepen learning.

**Problem Statement 7:** STAAR - Writing scores tested in Spanish declined by 16 percentage points from 17-18 to 18-19 **Root Cause 7:** Foundational skills in grammar and phonics were not addressed during writing interventions. Students need strong foundational skills in grammar and phonics to improve writing skills.

**Problem Statement 8:** STAAR-Writing percentage of students that performed at Approaches level was 59%. **Root Cause 8:** Empowering Writing was not implemented across grade levels with fidelity. Teachers need additional professional development and coaching on how to utilize Empowering Writing. Teachers need additional time for planning lessons.

**Problem Statement 9:** 50% of Spanish STAAR scores declined from 17-18 to 18-19 school year **Root Cause 9:** There was a lack of Spanish Intervention resources to assist students who struggled with foundational concepts.

**Problem Statement 10:** CIRCLE EOY Data - Peebles students performed above district average in all areas assessed. **Root Cause 10:** Teachers planned collaboratively and consistently progress monitored their students.






### Goal 3: Peebles Elementary personnel will promote effective parent and community involvement through communication, participation, and partnerships in efforts to accomplish the district's goals.




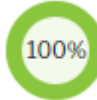

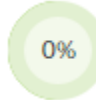

**Performance Objective 1:** By June 2020, opportunities for parent/community involvement will increase by 2% as compared to the 2018-19 school year.

**Evaluation Data Source(s) 1:** Spring parent satisfaction surveys

Participation signature sheets for all school events.

#### Summative Evaluation 1:

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact  | Reviews  |   |   |           |
|---|----------|--|--|--|---|---|-----------|
|   |          |  |  | Formative  |   |   | Summative |
|   |          |  |  | Nov  | Jan   | Mar   | June      |
| 1) The parent liaison will conduct parent English classes for bilingual parents and Tiny Tots literacy classes.<br>Provide parents monthly curriculum newsletters that also spotlights attendance.<br>Work alongside the principal to coordinate community and parent involvement activities schoolwide.  | 3.1, 3.2 | Parent Liaison<br>Principal  | Parent/Community involvement will increase by 2% as compared to prior school year as documented in Parent/Community participation logs.        |  |   |   |           |
|   |          |  |  | <b>Problem Statements:</b> Perceptions 1<br><b>Funding Sources:</b> 211/PAR - ESEA, Title I Parent Involvement - 1560.00 |   |   |           |
| 2) Annual Title 1 information and revision meetings where the Parent and Family Engagement Policy and Home School Compact are discussed.  | 3.1      | Principal<br>Parent Liaison  | Increased parent attendance at school wide events as measured by sign in rosters.  |  |   |   |           |
|   |          |  |  | <b>Problem Statements:</b> Perceptions 1   |   |   |           |
| 3) On time attendance will be promoted through messages on the marquee, morning announcements, parent newsletters, and teacher encouragements.<br>Students will be recognized for academic achievements, perfect attendance and zero tardies at semester awards assemblies.<br><br>Students will also be recognized for zero tardies at monthly lunch assemblies. |          | Attendance<br>Secretary Parent<br>Liaison Campus<br>Administrators | By the end of the 2019-2020 school year, the number of students who arrive late to school will decrease by 5% when compared to 2017-2018 data. |                                     |  |  |           |
|   |          |  |  | <b>Problem Statements:</b> Demographics 1<br><b>Funding Sources:</b> 166 - State Comp Ed - 1000.00                       |   |   |           |

| Strategy Description   | ELEMENTS  | Monitor                               | Strategy's Expected Result/Impact   | Reviews   |   |   |           |
|--|---|---------------------------------------|---|---|---|---|-----------|
|  |   |                                       |   | Formative   |   |   | Summative |
|  |   |                                       |   | Nov   | Jan   | Mar   | June      |
| 4) Family Curriculum Nights in Fall & Spring where specific grade level expectations and information are provided.   | 2.4, 2.5, 2.6   | CIS Teachers<br>Campus Administrators | Increased parent attendance at school wide events as measured by sign in rosters. |  |  |  |           |
|  | <b>Problem Statements:</b> Student Academic Achievement 1, 3, 5 - Perceptions 1<br><b>Funding Sources:</b> 211/PAR - ESEA, Title I Parent Involvement - 1655.00 |                                       |   |   |   |   |           |
| <div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div> |   |                                       |   |   |   |   |           |

### Performance Objective 1 Problem Statements:

| Demographics   |
|--|
| <b>Problem Statement 1:</b> Approximately 20% of our students are tardy on a daily basis. <b>Root Cause 1:</b> School to home communication needs a stronger emphasis on the importance of being at school on time. The frequency of positive rewards for on time students needs to increase from semester to at least monthly recognition.  |
| Student Academic Achievement   |
| <b>Problem Statement 1:</b> MAP - Students in K-5 grade did not make the projected average growth in Reading as measured by MAP. <b>Root Cause 1:</b> Balanced Literacy was not implemented with fidelity across all grade levels. Teachers need additional PD in the next generation balanced literacy.   |
| <b>Problem Statement 3:</b> MAP - 67% of all grades tested did not meet expected growth for math. <b>Root Cause 3:</b> Individual student learning gaps were not being address during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons.     |
| <b>Problem Statement 5:</b> MAP - 67% of all grades tested did not met expected growth for science. <b>Root Cause 5:</b> Individual student learning gaps were not being addressed during interventions and some concepts are not being taught to the depth and complexity required by the Instructional Focus Documents (IFDs). Teachers need additional time dedicated to planning rigorous lessons. |
| Perceptions  |
| <b>Problem Statement 1:</b> Parent involvement is at its highest for celebratory events such as luncheons and academic awards, but remains low for academic based events such as family reading programs, parent meetings, and Tiny Tots. <b>Root Cause 1:</b> Consistent and frequent communication with parents about school activities were not implemented with fidelity.                          |





## Goal 4: Peebles Elementary will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 1:** By the end of the 2019-2020 school year, discipline referrals received by students will decrease by 5% when compared to 2018-2019 data.

**Evaluation Data Source(s) 1:** Discipline reports

### Summative Evaluation 1:

| Strategy Description  | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---------------|---|---|-----------|-----|-----|-----------|
|   |               |   |   | Formative |     |     | Summative |
|   |               |   |   | Nov       | Jan | Mar | June      |
| 1) The school counselors will visit students in ISS and conduct both individual and or group counseling sessions as needed.   | 2.6           | Counselors<br>Campus<br>Administrators                  | By the end of the 2019-2020 school year, the number of students who receive discipline referrals will decrease by 5% when compared to 2017-2018 data. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1  |               |   |   |           |     |     |           |
| 2) The school counselors will provide whole, small group, and/or individual guidance lessons focused on building character, preventing bullying, and promoting safe student interactions.             | 2.5, 2.6      | Counselors<br>Campus<br>Administrators                  | By the end of the 2019-2020 school year, the number of students who receive discipline referrals will decrease by 5% when compared to 2017-2018 data. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1  |               |   |   |           |     |     |           |
| 3) RTI Coordinators and Special Education administrators will conduct periodic Response to Intervention meetings, 504 meetings, and ARDs to monitor students' academic and behavioral progress.       | 2.4, 2.5, 2.6 | Teachers<br>RTI Coordinator<br>Campus<br>Administrators | By the end of the 2019-2020 school year, the number of students who receive discipline referrals will decrease by 5% when compared to 2017-2018 data. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1  |               |   |   |           |     |     |           |
| 4) To ensure student safety, all staff will be expected to show evidence of Diana Day's Positive Vision Management Behavior Improvement System practices in the classroom throughout the school year. | 2.4, 2.5, 2.6 | Teachers<br>Campus<br>Administrators                    | By the end of the 2019-2020 school year, the number of students who receive discipline referrals will decrease by 5% when compared to 2017-2018 data. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1  |               |   |   |           |     |     |           |

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact                      | Reviews   |     |     |           |
|--|---------------|--|--|-----------|-----|-----|-----------|
|  |               |  |  | Formative |     |     | Summative |
|  |               |  |  | Nov       | Jan | Mar | June      |
| 5) Students will be recognized monthly for exemplary behavior through recognitions such as Student of the Month parent luncheons, certificates and pictures showcased in main lobby display case, recognition on morning announcements, and awards for attendance and academic achievements.   | 2.4, 2.5, 2.6 | Teacher<br>CIS<br>Counselors<br>APs<br>Principal | By June 2020 discipline referrals will decrease by 2%. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1   |               |  |  |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |  |  |           |     |     |           |

### Performance Objective 1 Problem Statements:





| School Processes & Programs  |
|--|
| <b>Problem Statement 1:</b> Discipline referrals increased by 34% in 2018-2019 compared to the previous year. <b>Root Cause 1:</b> Teachers are gradually becoming proficient at the campus-wide Vision Management behavior plan that involves goal setting and teaching students how to self-regulate their behavior. |

**Goal 4:** Peebles Elementary will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

**Performance Objective 2:** By June 2020, 100% of KISD required safety drills will be completed.

**Evaluation Data Source(s) 2:** End of the year safety drills report.

**Summative Evaluation 2:**





| Strategy Description  | ELEMENTS | Monitor                             | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|-------------------------------------|---|-----------|-----|-----|-----------|
|   |          |                                     |   | Formative |     |     | Summative |
|   |          |                                     |   | Nov       | Jan | Mar | June      |
| 1) Campus will participate in monthly/quarterly safety drills per district requirements.  | 2.6      | Principal<br>Assistant<br>Principal | Staff and students will respond to emergency situations in an effective manner ensuring the safety of all staff and students. |           |     |     |           |
| <div>  = Accomplished            = Continue/Modify            = No Progress            = Discontinue         </div> |          |                                     |   |           |     |     |           |

## Goal 5: Peebles Elementary will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

**Performance Objective 1:** By June 2020, Peebles will effectively manage resources and operations 100% of the time so that students and staff learnings are maximized.

**Evaluation Data Source(s) 1:** CIRCLE, CUAs, MAP and STAAR data. Financial Audit

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS                | Monitor                   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|-------------------------|---------------------------|--|-----------|-----|-----|-----------|
|  |                         |                           |  | Formative |     |     | Summative |
|  |                         |                           |  | Nov       | Jan | Mar | June      |
| 1) Our SBDM committee will continue to be an integral part of determining campus goals and the allocation of campus funds. The SBDM will monitor progress on campus goals and discipline referrals and adjustments to the CIP to meet campus needs.  | 2.4, 2.5, 2.6, 3.1, 3.2 | Principal SBDM            | By June 2020, Peebles will effectively manage resources and operations so that students and staff learnings are maximized. |           |     |     |           |
| <b>Problem Statements:</b> School Processes & Programs 1   |                         |                           |  |           |     |     |           |
| 2) Create and follow procedures to ensure efficient and accurate accountability of campus activity funds.  |                         | Principal Financial Clerk | Peebles will meet all expectations during annual audit of the campus activity funds.                                       |           |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |                         |                           |  |           |     |     |           |

### Performance Objective 1 Problem Statements:

| School Processes & Programs  |
|--|
| <b>Problem Statement 1:</b> Discipline referrals increased by 34% in 2018-2019 compared to the previous year. <b>Root Cause 1:</b> Teachers are gradually becoming proficient at the campus-wide Vision Management behavior plan that involves goal setting and teaching students how to self-regulate their behavior. |

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

The comprehensive needs assessment (CNA) begins towards the end of the second semester of each school year as the Site-Based Decision Making Committee, the leadership team, and grade level teams begin to collect and review data from a wide variety of sources. We analyze end of the year universal screening results and available STAAR scores through the lens of student growth. We look at attendance rates, grade-level retention rates, number of discipline referrals, parent participation rates, and TELPAS scores. Bright Bytes data helps us determine how technology is used on campus. In addition, we use Survey Monkey to ask parents and students for feedback about various programs and procedures on our campus. As we perform the summative evaluation of our current CIP, more data is collected that is also used in the CNA. The SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Our CIP is developed by our leadership team and SBDM committee. Killeen ISD School Board policies BQB Legal and BQB Local outline the stakeholders who are required to be part of the SBDM. Our SBDM committee is comprised of classroom teachers from each grade level, three parents of students who are currently enrolled in the school, a community representative, two business representatives, a teacher of students with disabilities, a district level professional and professional non-teaching staff. This team and the leadership team work together to create the CNA and develop strategies in the CIP to address the most crucial areas of need identified in the CNA.

### **2.2: Regular monitoring and revision**

SBDM members do a formative review of CIP strategies in November, January, and March each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in

implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

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

The CIP is posted on our campus website where it is available to parents and our community and can be translated into any one of 103 languages. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

## **2.4: Opportunities for all children to meet State standards**

See CIP strategies tagged with Title I elements 2.4.

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

See CIP strategies tagged with Title I element 2.5.

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

See CIP strategies tagged with Title I element 2.6.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Every February, all parents and family members are invited to review our parent and family engagement policy and our home-school compact for the coming school year. This group recommends changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting,



both documents are ready to be included in the parent handbook for the next school year. They are then posted on our school's website at the beginning of the new school year. We also distribute the parent and family engagement policy at Meet the Teacher night in August. The home-school compact is discussed and signed during parent-teacher conferences that are held during the first semester of school.

## **3.2: Offer flexible number of parent involvement meetings**

To encourage as many parent and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We hold events in the early afternoon, evenings, and mornings. Events are publicized well in advance and, when possible, sessions of the same event are offered at two different times and/or dates. Events are posted in a variety of ways to reach all parents such as on our marquee, notes home to parents, phone calls, texts, and our school's tv monitor.

# Title I Personnel

| <u>Name</u>           | <u>Position</u>            | <u>Program</u>       | <u>FTE</u> |
|-----------------------|----------------------------|----------------------|------------|
| Dagnette Ortiz Flores | Aide I Bil PCN 21271       | Aide I Bilingual     | 1.0        |
| Irma Velazquez        | Aide I Bil PCN 18851       | Aide I Bilingual     | 1.0        |
| Juana Rodriguez       | Teacher Dyslexia PCN 18607 | Teacher Dyslexia     | 1.0        |
| Juanita Nunez         | Aide I Bil PCN 14102       | Aide I Bilingual     | 1.0        |
| Katherine Brehn       | Aide I Bil PCN 22666       | Kinder Bilingual     | 1.0        |
| Laura Cervantes       | Aide I Bil PCN 20060       | Aide I Bilingual     | 1.0        |
| Laurenson, Wendy      | Teacher PCN 22709          | Instructional Coach  | 1.0        |
| Law, Nichole          | Teacher PCN 19460          | Instructional Coach  | 1.0        |
| Maria Tirado          | Aide I Bil PCN 14101       | Aide I Bilingual     | 1.0        |
| Nilda Cruz Rivera     | Aide I BII PCN 18852       | Aide I Bilingual     | 1.0        |
| Vacant                | Teacher PCN 13171          | Class Size Reduction | 1.0        |

# 2019-2020 Campus Site-Based Committee

| <b>Committee Role</b>      | <b>Name</b>            | <b>Position</b>                 |
|----------------------------|------------------------|---------------------------------|
| Administrator/Chair        | Carol Correa           | Principal                       |
| Non-classroom Professional | Gregory Jordan         | Campus Tech                     |
| Administrator              | Norma Romero-Komlofske | Assistant Principal             |
| Non-classroom Professional | Vanessa Trejo          | School Counselor                |
| Non-classroom Professional | Judy Hughes            | School Counselor                |
| Administrator              | Keri Reynolds          | Assistant Principal             |
| Non-classroom Professional | Penni Cannon           | Campus Instructional Specialist |
| Classroom Teacher          | Laura Pille            | PK Classroom Teacher            |
| Classroom Teacher          | Anya Morehead          | Kinder Classroom Teacher        |
| Classroom Teacher          | Hisolda Williams       | First Grade Teacher             |
| Classroom Teacher          | Denise Zamora          | Second Grade Teacher            |
| Classroom Teacher          | Maribel Velez          | Third Grade Teacher             |
| Classroom Teacher          | Kelsey Fitzpatrick     | Fourth Grade Teacher            |
| Classroom Teacher          | Jayson Nieves          | Fifth Grade Teacher             |
| Classroom Teacher          | Jacqueline Travis      | ESL Teacher                     |