

# GARRETT PRIMARY

## Campus Improvement Plan

### 2024/2025



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DMAC Solutions ®

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## **Vision**

*Lufkin...your best choice for education!*

## **Mission**

*To educate and equip all students for success through exceptional learning experiences*

## **Beliefs**

*We believe Lufkin ISD staff is our greatest asset.*

*We believe all students can learn.*

*We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.*

*We believe Lufkin ISD must continually progress in everything we do.*

*We believe Lufkin ISD is the district of choice.*

*We believe our community's involvement and diversity are essential for maximizing student learning.*

# Lufkin ISD

## Goals & Objectives

### **Goal 1: Demonstrate sustained growth in student academic achievement**

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

### **Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment**

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

### **Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale**

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

# GARRETT PRIMARY Site Base

Name	Position
Oden, Angela	Teacher
Fluth, Martye	Teacher
Johnson, Dewayna	Teacher
Davis, Shellie	Teacher
Heaton, Christine	Instructional Coach
Henry, Alice	Parent
Ford, Kivana	Community Rep
Adekiya, Anetrice	Paraprofessional
Hale, ViCleshia	Parent/Community Member
Dempsey, Shelby	Parent

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Diverse staff to meet the needs of all students (AA, Anglo, Hispanic)
- Diverse student body (AA, Anglo, Hispanic) as we serve all qualifying 3 and 4 year olds in the Lufkin community
- Bilingual receptionist to successfully meet the general needs of all students and parents
- Instructional paraprofessional assigned to each classroom to provide instructional assistance to the teacher in students' native language English or Spanish (ratio 11 to 1)
- The majority of the academic teachers are ESL certified or in a program to become ESL certified

### Demographics Weaknesses

- Not all Pk3 or Pk4 Bilingual teachers are bilingual certified
- No counselor to help meet the basic needs of our students emotionally, cognitively, or socially

### Demographics Needs

- All highly qualified bilingual teachers to be bilingual certified
- Encourage all academic teachers to become ESL certified
- A campus counselor to serve as an immediate resource and to serve as a liaison

### Demographics Summary

We will continue to encourage bilingual teachers to complete their bilingual certification as well as general EC educators to seek ESL certification. Our staff lists and student enrollment supports a diverse campus population.

## Student Achievement

### Student Achievement Strengths

# Comprehensive Needs Assessment

- Teachers have a common planning time once a week with the Instructional Coach (and principal)
- Mentors are assigned to all new teachers as a support with planning, instruction, management, assessments, policies and procedures
- Serve students via various academic programs: academic, One Way Dual, and ESL with Spanish resource materials
- Nurse has access to and provides community resources to meet the physical health needs of students and parents
- Hearing and vision screenings and speech evaluations as needed
- Access to district social worker and behavior specialist who advocates for students
- Campus Behavior Paraprofessional
- Partnership with community service(s) - Second Steps
- Foster grandparent(s) (program) who works with individual students to support social, emotional, and academic needs
- Foster social emotional learning for student growth: Second Steps, Elements of Conscious Discipline, and Quaver
- Data meetings: teachers w/IC and principal, teachers w/parents during conferences, and IC and principal w/district staff
- Small group instruction during ZPD and one-to-one (for RTI-A students)
- Formal assessment piece (CLI Engage) to guide instruction
- Provide high quality instructional resources to Emergent Bilingual (EB) students to address literacy
- 11 to 1 ratio with a paraprofessional assigned to each classroom
- Learning journeys to enhance curriculum with real-world experiences and connections

## Student Achievement Weaknesses

- Teachers have not been trained on how to meet the needs of children diagnosed with autism (specifically)
- Effective incentive program for parents to get students to school daily and in a timely manner
- Provide support for oral language development in all students including EBs
- Increase opportunities for authentic problem-based learning and vocabulary development for all students

## Student Achievement Needs

- Encourage all academic teachers to become ESL certified
- Continue to provide community resources for PFE to support poverty, health and wellness, safety, SEL, and literacy
- Enrichment activities to support students that are above grade level
- Teacher training on autism
- More immediate support for students medically diagnosed with autism and who displays characteristics of autism

## Student Achievement Summary

# Comprehensive Needs Assessment

The committee has recommended that we offer incentives that are parent driven. The instructional staff will continue to provide adequate interventions for students' growth and success based on observations and assessment data. Opportunities will be given for teachers to attend professional development geared toward autism and other areas of student needs.

## School Culture and Climate

### School Culture and Climate Strengths

- Multiple avenues for communication - face to face, Class Dojo, weekly newsletter
- Campus wide PBIS framework including SEL (The Cowboy Way)
- SEL integrated into daily lessons/instruction (via Frog Street, Second Steps)
- Emergency Operations Plan (EOP) with monthly drills executed regularly
- Two (mandatory) to four parent conferences to address student academic and behavior concerns as well as to celebrate students' progress.

### School Culture and Climate Weaknesses

- Adequate campus support (counselor) to address the diverse needs (social, mental) of students and staff

### School Culture and Climate Needs

- Review the purpose of drills etc...
- Increase student and staff recognitions
- Increase positive parent contact and engagement for decision making
- Continue to provide support for instructional staff through coaching for
  - behavior management
  - classroom management
  - instruction
- Minimize the number of office referrals for "minor" infractions
- Extra support for social issues (i.e. campus counselor)
- Increase and maintain staff moral (with the reduction in support staff)

# Comprehensive Needs Assessment

## School Culture and Climate Summary

Garrett Primary will continue to solicit both parent and community volunteers for various campus activities. Various activities will be incorporated to strengthen staff morale (with tangible and verbal affirmations). Trainings will be offered throughout the year by campus and district administration to support academic and discipline needs as well as reinforce campus practices and procedures.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- Professional development opportunities are provided for teachers throughout the school year for instruction, management, and parental engagement
- Mentors for new teachers
- Paraprofessional assigned to each classroom for instructional and management support
- Weekly collaborative grade level planning meetings with the IC
- 80% if staff are certified in the area taught
- Diverse interview committee

### Staff Quality, Recruitment and Retention Weaknesses

- Campus counselor position not reinstated for 2024 - 2025

### Staff Quality, Recruitment and Retention Needs

- Continue monthly paraprofessional meetings with the principal or admin team
- Encourage all academic teachers to become ESL certified
- Provide monthly training for paraprofessionals in support of instructional and behavioral management
- Ensure and support Pre-Kindergarten (2 out of 4 bilingual teachers to become Bilingual certified)
- Support teachers' social emotional health
- Provide intentional coaching support (tangible) based on T-TESS walk-through and observation data

### Staff Quality, Recruitment and Retention Summary



# Comprehensive Needs Assessment

We will maintain a diverse interview committee for recruiting and hiring. Training will continue to be offered to all staff in the areas of instruction, SEL, and behavior management. Monthly paraprofessional meetings will be held to keep them abreast of campus information and changes in instruction.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

- Weekly common planning time for teachers to meet and share with the lesson planning committee on researched based strategies aligned to the PK Guidelines and TEKS
- Formal assessment (CLI-Engage) three times a year to monitor student academic progress and inform instructional planning and professional development
- Supplemental resources: Heggerty, Developing Talkers, common lesson planning...
- Each classroom has a SmartPanel, iPads, access to the STEM lab, outdoor learning
- Monthly mentor meetings held for new teacher staff support
- Professional development offered yearly for all staff

### Curriculum, Instruction and Assessment Weaknesses

- N/A

### Curriculum, Instruction and Assessment Needs

- Provide monthly training for paraprofessionals in support of instructional and behavioral management
- Encourage all academic teachers to become ESL certified
- Provide coaching feedback to teachers based on walk-throughs and observation
- All staff to continue to grow professionally and share learned information
- Common resources to support common lesson plans

### Curriculum, Instruction and Assessment Summary

Professional development and training opportunities will be taken advantage of. All teachers will participate in planning by sharing ideas for exceptional learning experiences. New teachers will meet with the Instructional Coach monthly and as needed for classroom support and student achievement. Paraprofessionals will be supported to maintain

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

effectiveness in the classroom.

## Family and Community Involvement

### Family and Community Involvement Strengths

- The campus participates in the Second Sacs, a community program that provides bagged snacks for students to take home on the weekend
- Partnered with the Parks and Recreation who provides gifts for families in need during the Christmas season
- Share district and campus information via social media and face to face
- Partnered with the Foster Grandparent Program
- Two (mandatory) to four parent conferences a year
- Committees that include family members of students
- Local church volunteers/participates by offering time/services during campus events

### Family and Community Involvement Weaknesses

- Lack campus liaison (campus) for student and family needs

### Family and Community Involvement Needs

- Provide monthly Parent Family Engagement (PFE) resources to strengthen homes and school relationships, and encourage healthy family relationships
- Staff/committee members reach out to area businesses in a timely manner to partner with the school
- Campus counselor

### Family and Community Involvement Summary

Garrett Primary has strong on-going partnerships with some local businesses and will increase partnerships. Families will continue to be invited to campus activities and events. Parent volunteers may be sought to assist with campus/classroom activities. We will strive to foster positive parent contacts purposefully to build relationships and partnerships.

# Comprehensive Needs Assessment

## School Context and Organization

### School Context and Organization Strengths

- Representation of all stakeholders on the CEIC committee
- The staff is trained on the Emergency Operation Plan (EOP) by the principal
- Each classroom has a Safety Saddle Bucket (equipped with flashlight, batteries, rosters, first aide kit) for evacuation
- All staff have to complete compliance courses - training on cybersecurity, bullying, sexual harassment, trauma-informed practices, conflict resolution, etc. ...
- We serve Emergent Bilingual (EB) students in One-way Bilingual classes and self contained Bilingual classes
- Staff input is solicited for campus decision making purposes
- Vigilantly check exterior doors for security measures

### School Context and Organization Weaknesses

- Several areas on campus are not covered by a camera
- Intercoms do not work properly in all classrooms

### School Context and Organization Needs

- More intentional coaching for teachers by the principal, IC, and district personnel
- Keep the campus website up to date of campus events, activities, and celebrations
- PA systems that work (project) properly
- Brand school in a more engaging and adventurous way
- Continue to be vigilant in checking that doors are securely closed

### School Context and Organization Summary

Positive promotion of things happening at Garrett Primary will continue through Class Dojo and campus and district media pages. Continue to train staff on matters of campus safety. The PA systems need to adjusted or updated for more effective communication.

## Technology

# Comprehensive Needs Assessment

## Technology Strengths

- Each instructional classroom/area has a SmartPanel, Hoovercam, and iPads, or access to them
- Full access to the learning program Starfall and some access to ABC Mouse
- STEM lab for weekly classroom use
- Information monitors located on the main hallway at the front of the school and in the cafeteria
- Active technology department representatives (training/professional development and product overview)

## Technology Weaknesses

- Keeping iPads in good working order - students need to be taught to properly care for the iPads (the turn around for repair is slow)

## Technology Needs

- Teach staff how to effectively manage the absence/substitute system in Skyward and SmartFind and Frontline
- An effective library media checkout system (as there is no librarian)

## Technology Summary

Training will be provided by district/campus staff on the proper use of Skyward, SmartFind, and Frontline. Guidance will be solicited for any additional technological needs and trainings throughout the school year.

# GARRETT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 1.** Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Minimize the number of office referrals for minor infractions to support learning and student academic growth. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,5,5.1)	Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	Yearly	(O)N/A	Criteria: decrease in office referrals from one 9wk period to the next
2. Encourage and support all highly qualified bilingual teachers to be bilingual certified (Title I SW Elements: 1.1) (Target Group: PRE K) (ESF: 2)	Instructional Coach, Principal	2024-2025	(O)N/A	Criteria: Registration for assessment certificates of completion
3. Encourage academic teachers to become ESL certified to meet the needs of all students and maximize academic growth. (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 2,2.1)	Instructional Coach, Principal	2024-2025	(O)N/A	Criteria: All academic teachers will hold an ESL certification certificate.
4. Provide enrichment activities to support students that are above grade level (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 5,5.1,5.3)	Instructional Coach, Teacher(s)	Yearly	(F)Title I, (S)State Compensatory	Criteria: Lesson plans (ZPD) Purchase orders
5. Provide training for paraprofessionals in support of instructional and behavioral management (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3,3.3,5,5.1)	District Behavior Specialist, Instructional Coach, Principal	2024-2025	(O)N/A	Criteria: Sign-in sheets

# GARRETT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 2.** Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase positive parent contact and engagement for decision making (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All,PRE K) (ESF: 3,3.4)	Principal, Teacher(s)	Throughout the year	(F)Title I	Criteria: Meeting sign-in logs Flyers Meeting minutes
2. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,PRE K) (ESF: 3,3.3,3.4)	Instructional Coach, Principal, Teacher(s)	Throughout the year	(F)Title I, (F)Title III Bilingual / ESL	Criteria: Flyers advertising events on campus physical resources
3. Brand school in a more engaging and adventurous way to increase student attendance (95%) and parental involvement (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All,BI,ESL) (Strategic Priorities: 1,2) (ESF: 1,1.2)	Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Website advertisement Flyers that advertise events on camps

# GARRETT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 3.** Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Enrichment activities to support students that are above grade level (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1,5.3)	Paraprofessional(s), Principal, Teacher(s)	yearly	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	Criteria: Lesson plans
2. Acquire common resources to support common lesson plans (Title I SW Elements: 1.1,2.5,2.6) (Target Group: PRE K) (Strategic Priorities: 2) (ESF: 3,4,5,5.3)	Directors, Instructional Coach, Principal	2024-2025	(F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Resources will be included in all lesson plans

# GARRETT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 4.** Improve student social/emotional skills to positively influence student behavior and achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide community resources for PFE to support poverty, health and wellness, safety, SEL, and literacy (Title I SW Elements: 1.1) (Target Group: PRE K) (ESF: 3,3.3,3.4)	Behavior Paraprofessional, Directors, District Behavior Specialist, Principal, Teacher(s)	2024-2025	(F)Title I, (L)Local Funds	Criteria: sign-in sheets agendas
2. Provide teacher training on autism (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1) (ESF: 3,3.3)	District Behavior Specialist, Instructional Coach, Principal	2024-2025	(S)State Compensatory	Criteria: Certificates registration documents sign-in sheets
3. Request and supply extra support for social issues on campus (i.e. campus counselor) (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.3)	Assistant Superintendent for Admin. Services, Principal	2024-2025	(L)Local Funds	Criteria: District staff schedule calendar dates



# GARRETT PRIMARY

**Goal 2.** (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Support teachers social emotional health (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 1,1.2,3,3.2,3.3,5,5.2)	Instructional Coach, Principal	Throughout the year	(O)N/A	Criteria: sign-in sheets scheduled (district) presenters district/campus activities
2. Review the purpose of drills etc... (Title I SW Elements: 1.1) (Target Group: PRE K) (ESF: 1.2,3.1)	Principal, SRO Officer	Fall 2024-2025 and beyond	(O)N/A	Criteria: Teachers are able to regurgitate the reason for any drill on campus
3. Continue to be vigilant in checking that doors are securely closed (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,3)	Behavior Paraprofessional, Instructional Coach, Paraprofessional(s), Principal, SRO Officer	Throughout the year	(O)N/A	Criteria: SRO reports/documentation

# GARRETT PRIMARY

**Goal 2.** (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide support for instructional staff through coaching for <ul style="list-style-type: none"> <li>• behavior management</li> <li>• classroom management</li> <li>• instruction (Title I SW Elements: 1.1)</li> </ul> (Target Group: All,PRE K) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.2,5,5.2)	Directors, District Behavior Specialist, Instructional Coach, Principal	2024-2025	(S)State Compensatory	Criteria: Reduced office referrals, increased learning, positive teacher and students relationships
2. More immediate support for students diagnosed with autism and who display characteristics of autism (Title I SW Elements: 1.1) (Target Group: All,PRE K) (ESF: 3,3.2)	Behavior Paraprofessional, District Behavior Specialist, Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	2024-2025	(O)N/A	Criteria: Trainings sign-in sheets schedules district observations

# GARRETT PRIMARY

**Goal 2.** (Safe, Healthy, Supportive Learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. More immediate support for students diagnosed with autism and who display characteristics of autism (Title I SW Elements: 1.1,2.4) (Target Group: All,PRE K) (ESF: 3,3.2,3.3,5,5.1,5.2)	Behavior Paraprofessional, District Behavior Specialist, Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	2024-2025	(O)N/A	Criteria: Managed autistic behavior(s)

# GARRETT PRIMARY

**Goal 3.** (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 1.** Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide tier 1 lessons that support the curriculum (grade level) and small group lessons (Tier 2, and 3) that support all students and promote academic growth. (Title I SW Elements: 1.1,2.5) (Target Group: All,PRE K) (ESF: 5,5.1)	Instructional Coach, Teacher(s)	2024-2025		Criteria: lesson plans (including ZPD) student assessment data
2. Increase and maintain staff moral (with the reduction in support staff) (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 1) (ESF: 3)	Principal	2024-2025	(O)N/A	Criteria: Campus activities

# GARRETT PRIMARY

**Goal 3.** (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 2.** Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly Parent Family Engagement (PFE) resources to strengthen homes, school to home relationships, and to encourage healthy family relationships (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(F)Title I, (L)Local Funds	Criteria: Sign-in sheets Resources shared with parents Event evidence
2. Increase positive parent contact and engagement for decision making (Title I SW Elements: 1.1,3.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: teacher phone logs sign-in sheets
3. Members of campus committees to reach out to area businesses/organizations in a more timely manner to partner with the campus (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K) (ESF: 3,3.4)	Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: Phone logs Campus Events Sign-in logs

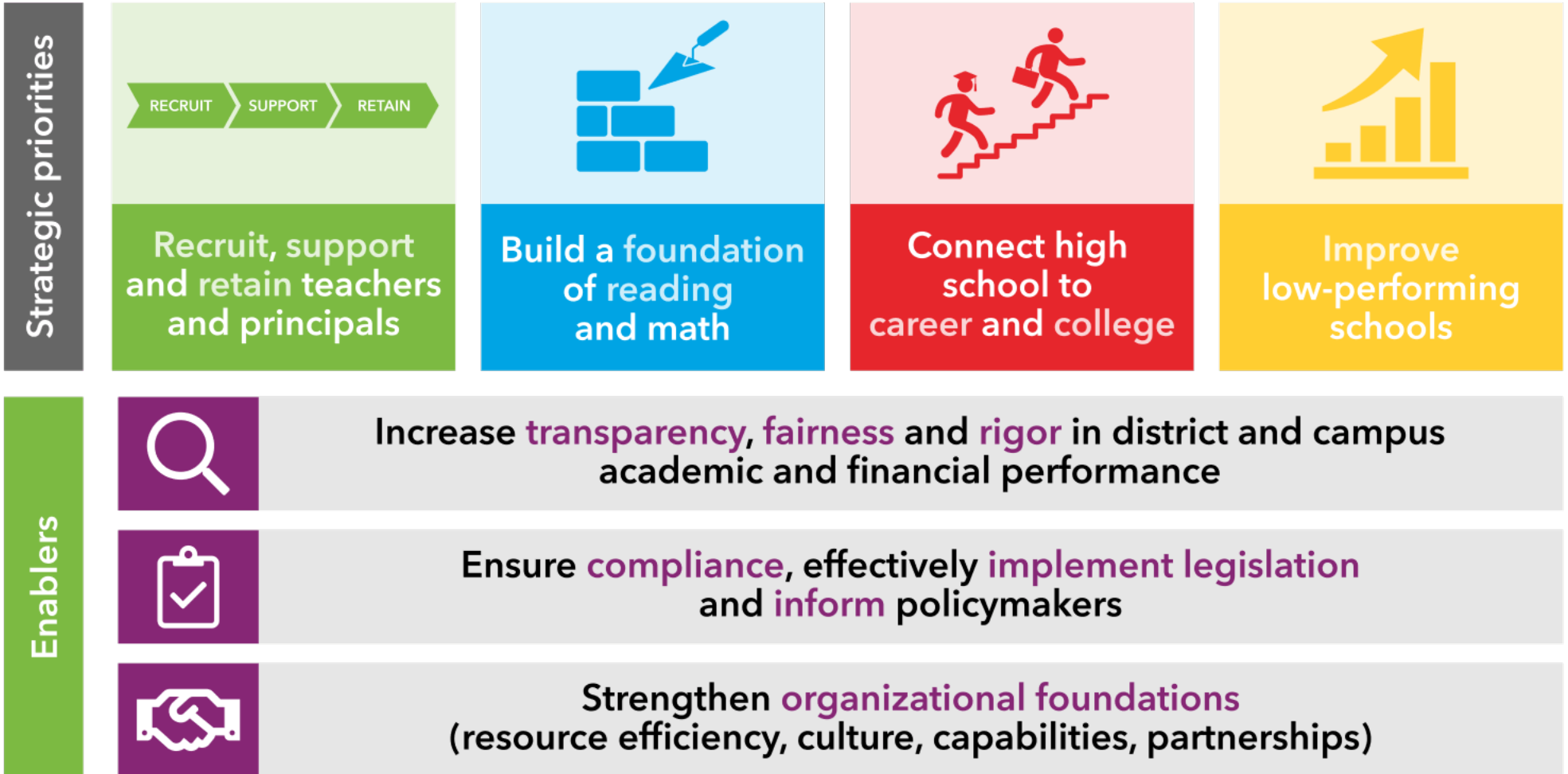
# GARRETT PRIMARY

**Goal 3.** (Positive Environment ... Encourage Growth, Teamwork, and High Morale) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.** Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Members of campus committees to reach out to area businesses/organizations in a timely manner to partner with the school. (Title I SW Elements: 1.1,2.1) (Target Group: All,PRE K) (ESF: 3,3.1,3.3,3.4)	Instructional Coach, Principal, Teacher(s)	Throughout the year	(O)N/A	Criteria: phone logs campus events
2. Generate and extend common resources to support common lesson planning. (Title I SW Elements: 1.1) (Target Group: All,PRE K) (Strategic Priorities: 2) (ESF: 3,3.2,4.4.1,5,5.1,5.4)	Directors, Instructional Coach, Principal	2024-2025	(F)Title I, (L)Local Funds, (S)State Compensatory	Criteria: Common resources obtained  06/04/24 - Pending
3. Provide intentional coaching support (tangible) based on T-TESS walk-through and observation data (Title I SW Elements: 1.1) (Target Group: PRE K) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.2,3.3,5,5.2)	Directors, Instructional Coach, Principal	2024-2025	(O)N/A	Criteria: documents emails notes
4. Provide monthly training for paraprofessionals in support of instructional and behavioral management (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,2.1,3,3.3)	District Behavior Specialist, Instructional Coach, Principal	2024-2025		

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

## Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.