Judson Independent School District

Miller's Point Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

Mission Statement: Our mission is to encourage critical thinkers and independent learners whose academic success is the highest priority of the community. We strive for our students to thrive in and out of the classroom to build leaders for the future.

Vision

Miller's Point Elementary-Where our community strives to thrive.

Value Statement

Guidelines for Success:

Just Believe You Can

Emphasize Safety

Take Responsibility For Your Actions

Speak And Act Respectfully

Unlock the Leader in YOU!

Treat Everyone Well

Plan for Success

Invest in People

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Comprehensive Needs Assessment

Needs Assessment Overview

1. According to staff survey, teachers would like to see overall student behavior improve throughout the school.
2. Based on FBI crime data, Converse is not one of the safest communities in America. Relative to Texas, Converse has a crime rate that is higher than 78% of the state's cities and towns of all sizes.
3. Kindergarten, first and second student achievement rates for reading are stable. According to DRA testing, Kindergarten has 58% of students on reading level with 42% of students below grade level in reading. First grade has 55% of students on reading level with 45% below grade level. Second grade has 65% of students on reading level with 35% of students reading below grade level.
4. In certain situations, parent attendance to conferences in person or on the phone is low.
5. As indicated on our student survey, only 58% of students have an adult at home that reads with them.
6. K-2 students need more phonological awareness to increase decoding skills, word study, reading levels, and comprehension skills.
7. Need for educational workshops for parents to assist them with their child's academic achievement especially with reading and math.
8. PTO does not have a strong parent presence on campus.
9. Students have limited time with technology for research and enrichment activities.

Demographics

Demographics Summary

Demographics Summary - Our Campus Story

Enrollment as of August 2020 is 560 students. The campus is approximately 13% African American, 59.9% Hispanic, 20.2% White, 1.4% Pacific Islander, 1.1% Asian and 4.2% Two or More Races. Campus demographics remain stable from 2020-2021 along with a mobility rate of 16.2%. Currently the at-risk population is at 330 students and our economically disadvantaged students total 77.5%. Our ELL percentage is at 2.3% along with our special education population at 19.3%. A breakdown of our special education population is as follows:

110 Students in Special Education

26 Students with Physical Disabilities

28 Students with Behavioral Disabilities

Miller's Point serves students from prekindergarten 3 year olds through 5th grade. We also serve PPCD, 2 Behavioral units, and an Apple unit.

There are 43 students in the Gifted and Talented program. We also have 14 students that are considered homeless (McKinney Vento). All of the teaching and support staff at Miller's Point Elementary are highly effective and paraprofessionals are all certified. MPE has a staff percentage of 28% for professionals with 5 or fewer years of experience. Currently we have one new teacher for 2021-2022 school year. Teachers with 6 to 10 years of experience are at 22%, teachers with 11-20 years are at 32% and teachers with 20+ years are at 18%. New staff is supported by campus grade level mentors and campus RLA and Math leaders . All grade levels have a common planning time and attend PLC's weekly. On campus their is an Academic Faciliator and two RTI Teachers which work with the grade levels during common planning and PLC's to assist with campus and district expectations.

Located just east of I-35, Miller's Point Elementary is in Converse, Texas and draws students from Converse, as well as Bexar County, San Antonio, and Live Oak.   Several communities are mostly working class, single parent families who reside in apartment complexes, mobile home units, and single family homes. Violent crimes are 14% higher than the US average of 22.7%. Property crime is 4.2% lower than the US average of 35.4%.

Demographics Strengths

1. The average classroom size is 20.

2. All teachers teaching in certification areas- All staff including paraprofessionals and professionals are highly effective.

3. Campus pricipals, RTI staff, and 3rd grade teachers have successfully completed the state required Reading Academy on the Science of Reading.

4. All Ell parent denials are placed in classrooms with ESL certified teachers.

5. Last year, students were 1 to 1 with chromebooks. Students were able to use them throughout the school day and take them home for use as needed.

6. At risk numbers and categories remain consistant.

7. Student population breakdown remains relatively consistant.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need to improve academic support etc. with parents. **Root Cause:** Parents do not have a clear understanding of the connection between home and school and how to support their child with content specific strategies to support academics. Due to Covid-19, many campus school events to address this problem has either been canceled or moved to a virtual platform. This in turn leaves families without easy access to the internet unable to attend.

Student Learning

Student Learning Summary

Special Education: Our special education students continue to have their needs met with several specialized units on campus (BAC, APPLE, PPCD, Resource, and Inclusion). The campus has moved to support more children in the general education classroom with inclusion support and co-teach with minimal pullout/resource time. There is a need for greater structures and strategies for providing support, accommodations, acceleration, and interventions for 3rd-5th grade students.   STAAR passing rate average is increasing as we move to an inclusion model.

STAAR   2020-2021 (Covid Year)

Reading STAAR scores were **above** District average except for 5th grade:

- 3rd grade campus at 69% District at 64%,
- 4th grade campus at 66% District at 57%,
- 5th grade campus at 78% District at 64%

MOCK Reading STAAR scores for 2020-2021

- 3rd average percent score was 53%
- 4th average percent score was 53%.
- 5th average percent score was 65%.

Math STAAR scores were **above** District average except for 4th grade:

- 3rd grade campus at 51% District at 49%,
- 4th grade campus at 43% District at 66%,
- 5th grade campus at 70% District at 58%

MOCK Math STAAR scores for 2020-2021

- 3rd average percent score was 50%.
- 4th average percent score was 39%.
- 5th average percent score was 53%.

Writing STAAR scores 50%, District at 45%

MOCK Writing STAAR scores for 2020-2021

- 4th average percent score was 55%.

 Science STAAR scores 5th grade campus 64% District at 48%.

MOCK SCIENCE STAAR scores for 2020-2021

- 5th average percent score was 57%.

2019 Accountability Rating: B+

Met Standard Distinction

Four Designations:

1. Academic Achievement in Math

2. Top 25 Percent: Comparative Academic Growth

3. Top 25 Percent: Comparative Closing the Gaps

4. Post Secondary Readiness

Student Learning Strengths

Covid year of 2020-2021 provided many complications but also many success. The biggest gains being in the area of reading. In kindergarten, 89% of students were on track with letter naming at the end of the year. 75% of students vocabulary According to Amplify: Dibels 8th edition. 2nd grades biggest gains were in the area of RAN (rapid automatized naming) with 72% of students showing success aswell as Reading Fluency with 67% of students performing on grade level.

Continued growth in all areas for STAAR Reading, Math,and Writing. Science did not show growth for 2018-2019.

Attendance percentage remained steady at 96%

Grade 4: STAAR Math increased by 15% points   Grade 4: STAAR Reading increased by 18% points

Grade 5: STAAR Math increased by 0% points   Grade 5: STAAR Reading decreased by1% points

Grade 5: STAAR Science decreased by 6% points

Retention of students at a minimum due to RtI (Response to Intervention) in place and improved for identifying students and COVID-19.

Total number of students retained: 2 students: 2 kinder

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): African American students have not shown adequate growth in content areas across all grade levels with at or below 50% passing rate for STAAR reading and science. **Root Cause:** African American students may have limited real life experiences, support, mobility issues and resources. Academic resources were limited due to COVID-19. .

School Processes & Programs

School Processes & Programs Summary

Curriculum/Instructional/Assessment:

STAAR scores show a need for improvement in mathematics and problem solving throughout all levels. In 4th grade 57% of students did not even make approaches on their STAAR test. In 3rd grade only half the students made approaches or higher. There is continued growth in reading due to the implentation of the Science of Reading. The implentation of tutoring times in the testing grades for the 2021-2022 was established to address the areas of weakness in individual students in STAAR tested areas. 5th grade science performed about 17% higher on the STAAR test than the district avereage. This can be attributed to an increase in hands-on experiences and the use of StemScopes implementation.

School Context and Organization:

All members of the staff are Highly Effective as required by ESSA. Staff represented a diversity of experience and teaching styles. Turnover was moderate for 2020-2021 with a handful of teachers moving on to other jobs such as dyslexia and RTI. Staff attended all required professional development provided throughout the year by campus and district staff.

Our staff continues to review the CIP monthly with meetings to discuss goals and staff development needs.

Rosters for the year are developed using a rotation schedule. Administration provides paraprofessionals with a grade level, cafeteria, & end of day schedule. Paraprofessionals develop their schedule contingent upon special education student need.

Administration conducts weekly Professional Learning Communities (PLC's) every Tuesay. During the PLC's, collaborative planning and data meetings will be held to assess students' academic achievements. Administration has allocated planning sessions for STAAR grades to plan for action plans for student success to meet state accountability standards.

CSBMC meets at least four times per year to decide on approvals for budgets, staff development, and activities. They also discuss discipline and general school needs. Miller's Point uses the entire faculty to make decisions on parent activity and community involvement.

Technology:

A level of technology is available to all students through computers, ipads, nooks, and chrome books. 6 carts of 26 Chromebooks each is available for (PreK – 5th) to increase instructional resources for students. Each classroom is equipped a mounted projector, and document camera to enhance student learning. One computers labs is available as well.

School Processes & Programs Strengths

Teachers are implementing the Science of Reading into their RLA block. Amplify reports show a slow but steady increase in students ability to implement reading components in primary grades. Implement problem solving strategies in Math to provide higher level thinking and understanding. Implemented a structured writing program to increase creative written expression. Provided before and after school tutoring, Saturday tutoring, extended day remediation of skills, open computer lab before and after school and library reading center before school for student assistance and reading practice and computers.

School Context and Organization:

Overall, a low turnover rate in teaching staff. Staff works collaboratively to analyze data (vertically) and plan for student interventions through RtI. Social Committee is used to support a positive climate and culture for teachers and show appreciation. Administration support continues and has an "open door" policy for communication. T-TESS evaluation system implemented for continuous feedback from administration on instructional practices.

- Staff continues to work collaboratively to analyze data and plan for student interventions. Mentor programs for 1st year teachers or teachers transitioning to new grade levels. Staff expertise in content areas used for Professional Development throughout the school year to build leadership capacity and promote our resources within the campus. Master schedule created to maximize instructional time for pull out programs as well as extra planning time for planning on grade levels (Optimal use of the school day for instruction)- Fidelity to campus requirements for instructional minutes.
- Effective programs to support individualized instruction (Special Education, RtI)
- Intervention and enrichment blocks
- 100% compliant with district safety drill requirements

Technology

Each classroom has accessibility to Chromebooks, computers, nooks, ipads, and computer applications for instructional purposes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: K-2 students need more phonological awareness to increase decoding skills, word study, reading levels, and comprehension skills. **Root Cause:** Teachers need consistent training, implementation, follow up with professional development to continue implementation. All teachers in primary grades have not received the Science of Reading training. Due to COVID-19, instruction was interrupted and thus limited.

Problem Statement 2: Opportunities for students to develop and join creative out- of - the -box thinking. Developing a mindset for high student achievement is lacking beginning in kindergarten and progressing throughout different levels and classrooms. **Root Cause:** During the school year, students are taught using the TEKS guidelines along with District scope and sequence. Many runoffs used and not enough creative thinking, writing, conversations, vocabulary experiences, etc. Due to COVID-19 instruction was curtailed.

Perceptions

Perceptions Summary

Culture and Climate:

According to the staff survey, staff enjoy coming to work most days. Comments from visitors continually mention the warm feeling when speaking with our front desk staff. Staff/Student/Parent surveys shows a positive view of school climate. Parents indicated they felt welcomed at school and feel they can voice their concerns with administration or teaching staff. Several parents request an intra-district transfer to join the MPE family. Campus events are well attended by parents. Generally, students in all grades feel safe and know that the teachers have high expectations for them. Miller's Pont Elementary parents report that the school is always clean and organized and that it provides an excellent atmosphere for their children. Parents also mentioned that the school provides help and support, and great communication between parents and teachers. School staff reported that they enjoy coming to work and feel respected by administration and other staff members. Communication systems, including weekly memos/emails, Peach jar, grade level newsletters, Class Dojo, remind, and alert messages.

Weekly newsletter/emails are sent to staff to motivate, encourage, and communicate information. Peachjar is used to keep the community and staff well informed of events. Team building activities and motivational "dress up" days are conducted throughout the year for special occasions and team spirit. Our counselor also has chosen one week per year to host all student and staff "Friendship" days to inspire "getting along with others".

Participation in school activities is relatively high. Parents report a high level of satisfaction with the school, events, and the programs available to the children. They feel the school is inviting and there are opportunities to participate. Increased community participation on campus is included with Wagner and Judson High School joining MPE for spirit days and pep rallies. MPE has many community business leader partnerships and senior citizen involvement. Parents find the weekly calls/texts from Principal very informative and helpful to plan their schedules. A monthly calendar is also provided at the end of every month for the next month. Also, at the beginning of the year, a year-long calendar is provided for all activities and events. Staff committees are used to maximize time and commitment to plan for extracurricular events and programs.

Values and Beliefs:

Traditions are maintained by staff which provides support and consistency for the community. School is community focused and provides service to the students and community. Campus leadership capacity is built within the school to grow and increase teacher/staff participation in leadership roles with decision making and implementation of campus initiatives at all levels on campus.

Perceptions Strengths

- Students in all grades feel safe at Miller's Point.
- Students believe that their best work is expected at school.
- Each classroom teacher has classroom management plan in place.
- Monthly fire drills are effective.
- Intruder drills are practiced each month.
- MPE has many programs for students to participate in such as: Robotics, Young Mens Club, Dainty Daisies, Writing Club, talent show, cheerleading, and others.
- All staff (professional and paraprofessional) is highly qualified and teaching in their certified areas.
- Staff enjoys coming to work daily and feels respected by administration.
- Staff feels they have an easy time accessing resources they would like to purchase.
- The campus continues to explore ways to engage parents in more academic endeavors, including experimenting with times during the day, in the evening, and on weekends.
  Parents find open house, goal setting night, Grandparent's Luncheon, Harvest Fest, school dances, literacy nights, Summer Heros Reading program, and at least two parent

conferences valuable.

- Multiple community members have visited our campus this year for community-school events such as our Math Night, Veteran's Day program, Literacy Night, Science Night and various campus volunteer opportunities.
- Parents communicated that they generally do not have difficulties understanding school policies, webpage, and parent center.
- Most parents indicated the calls, emails, and notes were answered promptly within 24 hours.
- Discipline data shows that few students receive discipline referrals. Of those referrals, many are repeat offenders and are addressed through counseling and/or RtI assistance with Behavior Contracts.
- Close working relationships with City of Converse, Converse Police Department, and Converse Fire Department to support mutual goals. Campus will guide and instruct student teachers with university requirements to instruct students through their community involvement with surrounding universities and alternative certification programs.
- At Miller's Point many staff members have been here for many years so traditions, procedures, and structures have been in place for a long time which helps with continuity. Before and after school activities are available for students, perfect attendance incentives, student agendas purchased and required to increase responsibility and learning organizational skills.
- Staff wellness program in place on campus (weight loss challenge and group athletic events). Promote and implement Second Step Bullying Prevention program to decrease bullying situations. Other activities and programs include: Coffee with the Counselor/Social Worker, and Staff Painting Parties.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the parent survey parents would like more opportunities to volunteer at MPE. **Root Cause:** Some classroom teachers have shied away from having volunteers in their classroom like room mothers or helpers. Due to COVID-19, opportunities for parent volunteering was limited.

Priority Problem Statements

Problem Statement 1: African American students have not shown adequate growth in content areas across all grade levels with at or below 50% passing rate for STAAR reading and science.

Root Cause 1: African American students may have limited real life experiences, support, mobility issues and resources. Academic resources were limited due to COVID-19. .

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: 1. Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready

Performance Objective 1: All Students in grades 3rd, 4th, and 5th will meet or exceed the state average on the 2022 STAAR and STAAR ALT reading assessments. Increase STAAR passing/approaches rate: Reading from 64% to 90%, math from 52% to 90%, writing from 51% to 80%, and science from 64% to 85%.
All subpopulation groups will score at the designated passing rate for 2022: Enrichment/TAG, African American, Special Education, 504, ELL, and At-Risk

Targeted or ESF High Priority

Evaluation Data Sources: STAAR and STAAR ALT Reading, Math, Writing, and Science results, TELPAS, Imagine Learning Data, CLI for prek, TXKEA, Amplify, Universal Screen data, CBA data, Student Journals and Student Work.

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze STAAR and universal screen data to identify strengths and weaknesses to determine professional development needs and student needs. Including but not limited to McKinney Vento, at-risk, LEP denials, specials, special education, economically disadvantaged students. Resources used will be Forde Ferrier and Science category booklets - Print Shop 191.40, 392.40, 380.70, 554.40 = 1518.90	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: STAAR scores and Data Points (District and Campus Progress Measures) above District and State averages, universal screen results throughout the year
    Staff Responsible for Monitoring: Classroom teachers, staff, CSBMC, administrators, Academic Facilitator
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: Print Shop Copies Forde Ferrier - 211-2 Title I - $1,518.90			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students eligible for At-Risk, RTI Tier 2/3, and Special Education will increase their academic performance in all tested content areas on STAAR and STAAR Alt by at least 10% to meet System Safeguards. Including but not limited to McKinney Vento, at-risk, LEP denials, Special Education, African American, economically disadvantaged students.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Interim improvement on common assessments, (District & Campus) and Benchmarks, STAAR Scores, journals, vertical team notes, walkthroughs (Lead4ward & AWARE)
    Staff Responsible for Monitoring: Administration, classroom teachers, special education staff
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Writing Across Curriculum: Kindergarten - 5th grade teachers will incorporate writing across all content areas in order to allow students to reflect and think critically. Journaling in all content areas with interactive journals. Fourth grade will utilize STAAR Master Writing to assisting in practicing revising and editing along with summative assessments to demonstrate comprehension.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Student work, journals, sharing and peer monitoring
    Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic facilitator, Team leaders, special education teachers, librarian
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Funding Sources: Fast Focus Writing Resource - 211-2 Title I - $405			

Strategy 4 Details	Formative Reviews		
Strategy 4: Hands-on science, Lego Robotics, STEM Science Camp on school grounds for 5th grade(YMCA) $2000.00, Science Mini-Camps 3- 5th, Science Fair, and Science Night Family activities. Students - fourth and fifth grades will have a hands-on experiences from Science Night and Day in the Park . Fifth grade Economically Disadvantaged, At Risk, LEP (denials), SPED, McKinney Vento, 504, African American and RtI students will use supplemental instructional materials	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: STAAR Scores
    Experiences for science hands-on learning, Increase use of journals and developing a mindset of written expression in all content areas.
    Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Coach, Team leaders, special education teachers, librarian
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: Printing of STAAR Materials - 211-2 Title I - $2,180, Science Day Camp on School Grounds - 211-2 Title I - 211-11-6299 - $2,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Integrate technology within all content areas using iPads and student individual assigned Chromebooks. Provide staff development on application of incorporating technology into the classroom for daily instruction and intensive intervention. Host parent meetings using Chromebooks to access Parent Center and researching support groups in San Antonio- Parent Involvement	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Student products, Imagine Learning scores for reading and math, STAAR scores
    Staff Responsible for Monitoring: Classroom teachers, technology aide, Academic Coach
    Title I Schoolwide Elements: 3.1, 3.2			

Strategy 6 Details	Formative Reviews

Strategy 6: Teachers provide and deliver an engaging curriculum that is of high interest to students along with building good student to teacher relationships. Provide awards (trophies, medals, and certificates) for attendance, grades, honor society, academic recognition, and grade level completion to promote desired behaviors. Recognize Star Students each nine-weeks period. Oriental Trading: 87.92 + 468.08	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increase in student awards and scores across the campus			
Staff Responsible for Monitoring: All faculty, administration			
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction			
Funding Sources: Star Student Awards - 211-2 Title I - $468.08, Recognition Awards - 211-2 Title I - $87.92			

Strategy 7 Details	Formative Reviews

Strategy 7: Student Data Folders, AWARE, and leadership logs for conferences and contacts to parents will be used to communicate about student achievement during parent conferences. Students in grades 3-5 who have maintained Honor roll status for the first semester of school will be recognized at a school assembly.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Individual Student Data Folders, parent conferences with notes, AWARE notes produced by teacher			
Staff Responsible for Monitoring: Classroom teachers, RtI teachers, Academic Coach			
Title I Schoolwide Elements: 2.4, 2.5, 2.6			

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

Goal 1: 1. Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready

Performance Objective 2: Develop and continue to implement Science of Teaching Reading strategies as per HB 5 along with building a strong foundation of reading in all grade levels.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, STAAR ALT, Amplify, TX-Kea, CLI Engage, benchmarks, Universal Screeners, daily assignments and progress measures, grades

Strategy 1 Details	Formative Reviews		
Strategy 1: Build teachers' capacity to teach: phonics and phonemic awareness, guided reading & math, increase quality of writing at all grade levels. Teachers: incorporate high expectations: rigor, relevance, and relationships. Teachers will use lower case letters and arcs to support the learning of letters and phonics. in prek - 2nd grades. Use high frequency word cards to teach and reinforce recall of words in lower grades (Science of Teaching Reading). Use Tools4Reading to support Science of Reading Instruction in lower grade levels. $3390.00 Use classroom fiction sets to develop interest in reading and focus on SoR strategies: 671.16 & 178.92. Use classroom non-fiction sets to develop interest in reading and focus on SoR strategies: 134.12.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Evidence of strategies utilized in classroom instruction and Imagine Learning data reports. Attendance at trainings, implementation of strategies in lessons plans and observed in walk-throughs. Looking for time on task, rigor, and differentiation in lessons, along with student led lessons			
Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Facilitator, Team Leaders, special education teachers, librarian, contracted professional develop personnel.			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools			
Funding Sources: Classroom Non-Fiction Sets - 211-2 Title I - $134.12, Classroom Fiction Sets - 211-2 Title I - $178.92, Tools4Reading - 211-2 Title I - $3,390, Classroom Fiction Sets - 211-2 Title I - $671.16			

Strategy 2 Details	Formative Reviews		
Strategy 2: Science of Teaching Reading - Reading Academy: Guided Reading- classroom reading instruction K-5th; 3rd - 5th: Reader's Workshop. Kindergarten - 2nd grade incorporate student leveled reader boxes and decodable readers to increase the development of student's comprehension, fluency, critical reading skills development and stamina. Kinder will also incorporate Phonics, Alphabet Arc mat and plastic ABC sets as per Reading Academy (State Initiative). Prekindergarten - 3rd grade: Touch and read phonics along with phonics flashcards and individual practice resources. Continue to use fiction reading materials in classrooms to inspire reading - Classroom Fiction Reinforce reading for lower levels students (1st - 3rd grade) with decodable readers - Houghton Mifflin Harcourt. At-Risk, SPED, LEP (denials), and RtI students - teachers will build students Phonics: Science of Teaching Reading and incorporate colored overlays to assist in low reading rate, accuracy, and comprehension. Second grade will intensify remedial SPIRE: reading instruction of Tier II and III at-risk students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Walkthroughs, lessons plans, Notebooks with progress documented, Student Data Folders, & additional checklists and phonemic awareness resources provided by district			
Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Coach, Team Leaders, special education teachers, librarian			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Reader's Workshop: 3rd- 5th grade teachers will use as the framework incorporating student conferences and reader's response to increase reading comprehension, critical reading skills and stamina.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Student work and assessments, lesson planning, walkthroughs, student journals			
Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Facilitator, Team Leaders, special education teachers, librarian			
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

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

Goal 1: 1. Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready

Performance Objective 3: Develop a plan to meet the needs of at-risk, migrant, homeless, At-Risk, and military students.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, STAAR ALT, Benchmark scores, Universal Screens, Imagine Learning, PEIMS homeless and At-Risk reports, Student Residency Questionnaires, RtI support report

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify students who are homeless by collecting SRQs during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless. Enrollment as homeless including but not limited to ensuring children experiencing homelessness (McKinney Ventor) and migrant students enroll, attend, and succeed in school and recieve appropriate social services, supplies, meanls, and transportation.	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Scores: Imagine Learning, Universal Screens, STAAR, PEIMS homeless reports, Student Residency Questionnaires, idenfitfication of homeless children, attendaunce reports, report cards
    Staff Responsible for Monitoring: All faculty and staff, counselor, administration, classroom and support teachers, social worker, PEIMS clerk, secretary
    Title I Schoolwide Elements: 3.1, 3.2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Math Problem Solving: Kindergarten - 5th grade students will use problem solving framework daily. Mentoring Minds Math/ELAR-Think UP! incorporated weekly as a lesson or exit ticket. Continue using Mentoring Minds Math-Think UP! & Forde-Ferrier Ultimate Mastery Math Workbook 2nd - 5th workbooks (7,981.00) for campus classwork and tutoring (at-risk, 504, McKinney Vento, economically disadvantaged, migrant, and African American) Use Anglegs math manipulatives for small group and individual classroom instruction to support math development. Mentoring Minds. Shapemags Magnet Building Tiles - Place Value $75.96	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Student work and assessments, lesson planning, walkthroughs, and student math journals
    Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Coach, Team Leaders, special education teachers, and librarian
    TEA Priorities: Build a foundation of reading and math
    Funding Sources: Shapemags Magnet Building Tiles - Place Value - 171 State Comp Ed - $75.96, Ultimate Mastery Math Workbook 2nd - 5th grades per student - 211-2 Title I - $7,981, Explore Learning Reflex (Math) site license - 211-2 Title I - $2,965.50, Anglegs Math Manipulatives - 211-2 Title I - $127.35			

Strategy 3 Details	Formative Reviews		

Strategy 3: All teachers will support student learning through the monitored use of Imagine Learning, computer-based instruction, intervention and remediation.	Formative		
Students will create high-interest and hands-on interactive composition notebooks (journals) with embedded foldables to engage in their learning.	**Nov**	**Feb**	**May**
Students /Teachers: use Imagine Reading 1st thru 5th to provide date-driven personalized reading practice.			

Strategy 3: All teachers will support student learning through the monitored use of Imagine Learning, computer-based instruction, intervention and remediation.
Students will create high-interest and hands-on interactive composition notebooks (journals) with embedded foldables to engage in their learning.
Students /Teachers: use Imagine Reading 1st thru 5th to provide date-driven personalized reading practice.

Strategy's Expected Result/Impact: 1) Implementation of Imagine Learning with fidelity- check on growth and time amounts per student/teachers

2) Growth in comprehension

Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Coach, special education teachers, librarian

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Strategy 4 Details	Formative Reviews		

Strategy 4: During the instructional day, after-school and Saturday tutoring will be provided for students with the use of task cards in leaning centers (multiple containers) Countdown to STAAR booklets - $1,787.40 - Print Shop), STAAR MASTER, and Fast Focus Math and Reading for Progress measures. Includes all Economically Disadvantaged, African American, At-Risk, LEP(denials), SPED, McKinney Vento, 504, and RtI students and will increase student achievement.

	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Mini Common Assessments, progress monitors for extended day tutoring, STAAR Score increase to achieve an "A" rating for 2022.

Staff Responsible for Monitoring: Administration, classroom teachers, RtI teachers, Academic Coach, Team Leaders, special education teachers, librarian

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Countdown to STAAR Print Shop - 211-2 Title I - $1,787.40

Strategy 5 Details	Formative Reviews		

Strategy 5: To schedule dyslexia therapy classes for students identified as having characteristics of dyslexia. Provide accommodations as recommended by 504s including accelerated reading program.

	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Increase in scores throughout the year: Imagine Learning, Universal Screens, STAAR Benchmarks, Amplify, TX-Kea, CLI Engage

Staff Responsible for Monitoring: Dyslexia Therapist, classroom teacher, administration, and 504 coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Strategy 6 Details	Formative Reviews		
Strategy 6: Comprehensive Support Strategy-Implement RtI process and monitor LRE placements	**Formative**		
Strategy's Expected Result/Impact: RtI tracking up to date, students appropriately referred to special programs	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators, special education teachers **TEA Priorities:** Build a foundation of reading and math			

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

Goal 2: 4. Involving Families and Communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence

Performance Objective 1: Provide learning activities where students, parents, and community members can participate and grow our school academically, socially and independently. to continue to ensure effective communication between all school stakeholders and community members to include parents.

> **Evaluation Data Sources:** Parent and community sign-in sheets signifying participation, end-of-year parents surveys along with communication artifacts and information disseminated by school staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will offer a minimum of four academic nights and school day (Career Day, Science Day) activities to assist parents in their understanding of state assessment, academic and behavioral standards through involvement to merge students, parents, community partners, and faculty. Provide light snacks. Math Night: Ten-Frames Hands-On Kits 2, Add/Subtract Playing Cards and Multiplication/Division Play Cards for at home use by parents & students.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Pictures from events, sign-in sheets, campus website, increased parent participation, positive feedback on surveys.			
Staff Responsible for Monitoring: Administration, School counselor, Social Worker, Academic Facilitator, RtI teachers, Grade Level teachers			
Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students with opportunities to develop talents through school and extracurricular activities in the arts, physical education, community service and STEM areas.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Creation of clubs and sign ups to participate in extracurricular programs			
Staff Responsible for Monitoring: Administration, Fine Arts staff, PE Staff, Volunteers and Staff Leaders			
Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide programs and services to all MPE students to develop college and career readiness including a career fair and programs through counseling. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Feedback from teachers, students, parents, and presenters after career fair activities			
Staff Responsible for Monitoring: Administrators, school counselor, social worker			

Strategy 4 Details	Formative Reviews		
Strategy 4: WATCH DOGS (Dads of Great Students) continue implementation to increase positive male role-models to volunteer in the school.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Continued increase in DADS who sign up and monitor the school grounds along with			

tutoring during the day. DOGS sign-in sheets.
Staff Responsible for Monitoring: Counselor, Social Worker and support from school staff.
Title I Schoolwide Elements: 2.6, 3.1

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

Goal 2: 4. Involving Families and Communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence

Performance Objective 2: Miller's Point Elementary will remain at a low percentage rate for office referrals with no variance of 5% between any given subpopulation. ISS/OSS consequences will be limited for all subpopulations.

Evaluation Data Sources: Office referral report, counselor and social worker log, increase in scores due to students optimizing classroom instruction time, discipline data, parent involvement activities, nurse log, PE documenting visits to office for nurse or behavior due to altercations.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Second Step program will be implemented school-wide, along with the use / reinforcement of self-regulation strategies.. Additionally, resources such as Bully Prevention Guide, will be used in Pre-k through 5th grades. Specific strategies will be used to address the needs of Migrant and McKinney-Vento students along with reporting for any maltreatment of children (procedures and timelines). To develop the child socially, emotionally, and using sensory activities through hands-on activities: School Specialty and Oriental Trading- $118.96	___		
	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Referrals to office, counseling referrals, RtI Behavior tiers, eliminate violence prevention reports Second Step schedule/agenda, Second Step EOY surveys, Reduction in discipline referrals **Staff Responsible for Monitoring:** Classroom teachers, RtI teachers, campus administration, social worker and counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Kids Activities to Promote Kindness/anit-bullying- Oriental Trading - 171 State Comp Ed - $118.96			
Strategy 2 Details	Formative Reviews		
Strategy 2: Community and parents partnership for HB5 & school attendance law. Provide incentives such as the attendance dance, medals, trophies, and certificates to students with excellent attendance; seek new incentives to encourage self regulation skills and the incorporation of the Self Managers program. Team up with the district dropout prevention officer. Conduct home visits and touch base with parent/guardian (face-to- face or door hanger notice)	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Letters home, phone calls home **Staff Responsible for Monitoring:** Administration, counselor, staff, social worker **Title I Schoolwide Elements:** 3.1, 3.2			
Strategy 3 Details	Formative Reviews		
Strategy 3: Perfect Attendance Recognition: Weekly recognition for grade level attendance, weekly recognition of students with perfect attendance, incentives for classes with perfect attendance and end of the year individual student perfect attendance trophy, awards and ribbons.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: PEIMS Reports, Pictures from celebrations **Staff Responsible for Monitoring:** Administration, School Counselor, PEIMS Clerk **Funding Sources:** Perfect Attendance trophies, ribbons and medals - 211-2 Title I			

Strategy 4 Details	Formative Reviews

Strategy 4: Campus discipline committee develops a plan (fluid) to support all student demographics. Includes but not limited to Texas Behavior Support and Developmental Resources Inc.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Discipline plan, discipline data **Staff Responsible for Monitoring:** All staff. Others involved: Principal, Assistant Principal, Academic Coach			

Strategy 5 Details	Formative Reviews

Strategy 5: Prekindergarten - 5th counseling and social assistance programs that meet district and state guidelines, including elicit parent/guardian input through meetings - discuss the parent and Family Engagement policy, curriculum and general parent stakeholder input.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Discipline referral numbers, bullying referral numbers, parental involvement along with student achievement and classroom guidance schedules **Staff Responsible for Monitoring:** School counselor, social worker, grade level teachers (RoadShow) **Title I Schoolwide Elements:** 3.1, 3.2			

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

Goal 2: 4. Involving Families and Communities: Judson ISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence

Performance Objective 3: The Centers for Disease Control and Prevention (CDC) and Texas Education Agency (TEA) provide guidance, recommendations and resources to assist with plans and protocols for health and safety of all students, staff, and families.

Evaluation Data Sources: Continuing safety protocols throughout school and lowering the absentee rate of staff and students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Miller's Point will implement health and safety plans that include:	**Formative**		
* Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, gloves, plexiglass barriers at reception, etc.) * Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency * Ensuring compliance with CDC, Health and Human Services, TEA and other jurisdictional policies * Providing communication of procedures and expectations upon entering facilities and throughout buildings.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased attendance rate up to 98% for students and staff **Staff Responsible for Monitoring:** All staff			

Strategy 2 Details	Formative Reviews		
Strategy 2: P.E. Coach provides student fitness assessment data to the nurse. Coach also provides a sustained movement/ cardio workout	**Formative**		
to all students at least 3 times weekly to provide for academic success through a healthy lifestyle and program.	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Increased academic scores and achievement in all content areas, not to mention physical activities also **Staff Responsible for Monitoring:** P.E. Coach, Principal, Assistant Principal TEC 11.253(d) Board Policy FFA (Local)			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide researched based staff development including nonviolent crisis intervention through Crisis Prevention Intervention.	**Formative**		
Provide professional development through the discipline committee, the Texas Behavior Support Initiative and CPI training to support not only our special populations but also our SPED, including AU, RtI students, and at-risk students	**Nov**	**Feb**	**May**
Strategy's Expected Result/Impact: Staff development calendars, attendance, certificates of completion, agendas **Staff Responsible for Monitoring:** All staff			

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

Goal 3: 5. Positive School Culture: Judson families and community members will be involved in Judson ISD

Performance Objective 1: The average daily attendacne will increase by 2.7% points from 95.3%(TBD) to 98%.

Evaluation Data Sources: Attendance rate data at benchmark periods, attendance letters and parent attendance meetings. Continuing safety protocols throughout school and lowering the absentee rate of staff and students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide appropriate services, including supplies, apparel, meals, and transportation to homeless students at every campus to improve academic progress, attendance, and graduation rates.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students, TEXSHEP (ESC 10 ESC20) mid-year review **Staff Responsible for Monitoring:** Counselor, Social Worker			
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exist for homeless students/families.	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: 9-weeks report card grades, attendance reports of homeless students
    Staff Responsible for Monitoring: Counselor, Social Worker, PEIMS
    Title I Schoolwide Elements: 2.6			

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

Goal 3: 5. Positive School Culture: Judson families and community members will be involved in Judson ISD

Performance Objective 2: Campus budgets(Local, Title I, State Compensatory Education, etc) will be developed based on the Campus Needs Assessment and input derived from the Campus Site-Based Decision Making Team.

Evaluation Data Sources: Campus budgets, CSBDMC agendas and notes, Campus Needs Assessment

Strategy 1 Details	Formative Reviews		

Strategy 1: Campus Needs Assessment will be completed each year and budget needs will be recommended to the CSBMC team prior to the May meeting.
 	
A variety of teams will collaborate on expenditures to support campus goals.
    Strategy's Expected Result/Impact: CNA Data and Team Leaders, meeting minutes, campus budget report
    Staff Responsible for Monitoring: Principal, CSBMC, RtI, teachers and Academic Coach
    Title I Schoolwide Elements: 3.2
	Formative		

	Nov	**Feb**	**May**
Strategy 2 Details	Formative Reviews		

Strategy 2: The CSBMC will ensure that initiatives and strategies that are deemed successful have adequate funding for the next school year.
    Strategy's Expected Result/Impact: CSBMC agenda and notes
    Staff Responsible for Monitoring: Principal, CSBMC members
    Title I Schoolwide Elements: 3.2
	Formative		

	Nov	**Feb**	**May**
Strategy 3 Details	Formative Reviews		

Strategy 3: Create budget, including Federal and State program budgets with input and review from CSBMC.
    Strategy's Expected Result/Impact: Budget approval and spending controlled through prioritization
    Staff Responsible for Monitoring: Principal, Assistant Principal, CSBMC members
    Title I Schoolwide Elements: 3.1, 3.2
	Formative		

	Nov	**Feb**	**May**
Strategy 4 Details	Formative Reviews		

Strategy 4: Provide parent information and tours for prekindergarten, kindergarten, ECSE and middle school transitions. Provide materials/supplies for incoming kindergarten students at registration.
    Strategy's Expected Result/Impact: Parent sign-in sheets, parent feedback from events, flyers, gain membership in PTO
    Staff Responsible for Monitoring: Principal, assistant principal, prekindergarten, kindergarten staff
    Title I Schoolwide Elements: 3.1, 3.2
	Formative		

	Nov	**Feb**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Develop increased parental involvement/volunteers through updating parental involvement policy, input on school compact, and parent surveys. Parents: invited to attend grade level academic performance review and end of the year awards ceremonies to encourage involvement; serve light snacks and refreshments. Offer parents technology trainings on how to use campus programs and technology devices. Volunteer Recognition	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Updated parental involvement policy, agenda and sign-in sheets. **Staff Responsible for Monitoring:** Administration, staff **Title I Schoolwide Elements:** 3.1, 3.2			

Strategy 6 Details	Formative Reviews		
Strategy 6: Fifth grade students will participate in discussions and presentations to explore transition to sixth grade and complete choice slips with parent input for course selections.	Formative		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Attend choice slip presentation by middle school activities, return choice slips to counselor and social worker **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Social Worker, 5th grade teachers			

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

Goal 4: 3. Leadership: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time

Performance Objective 1: Ensure effective leadership through the implementation of a sustainable leadership system while maintaining low turnover rate of staff members by providing increased instructional support, staff development, and ownership of campus decision making. Build teachers and staff who work together in a cohesive group and has the vision of success for all learners.

Targeted or ESF High Priority

Evaluation Data Sources: CSBMC roster, vertical alignment team rosters, campus discipline team roster, parental involvement team roster, PTO roster, Eduphoria workshop portfolios, TTESS walkthroughs and observations, employee/staff attendance rates, longitudinal study of turnover rates.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop staff in leadership positions and provide leadership opportunities on campus such as leading staff development, planning family nights, and chairing grade levels and other committees.	**Formative**		
	Nov	**Feb**	**May**
Teachers will participate on various committees and academic teams to provide input into campus procedures and goals.			
Strategy's Expected Result/Impact: Ownership of extra-curricular activities: professional development by teachers; and teacher retention rates 2022 Agenda and notes from meetings, committee assignments and volunteer lists			
Staff Responsible for Monitoring: Campus Administration			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Offer a variety of high quality training opportunities and track teacher attendance, effectiveness, and satisfaction with training; to include campus professional development provided by outside sources. Incorporate "Get Better Faster" with all professionals staff.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Professional Development evaluations, STAAR, and Imagine Learning Reports: evidence of new strategies - professional development employed by staff during walkthroughs			
Staff Responsible for Monitoring: Administration			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide excellent mentoring of new teachers and support of all teachers: continue weekly grade level/PLCs and faculty meetings as well as RPMs and monthly pot luck lunches; maintain open door policy for all constructive/crucial/coaching conversations	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Staff surveys and staff retention rates Increase in student scores			
Staff Responsible for Monitoring: Campus administrators, Lead Mentor teacher			
TEA Priorities: Recruit, support, retain teachers and principals			

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure 100% staff are highly effective	**Formative**		
Strategy's Expected Result/Impact: Report from HR noting 100% highly effective	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: JISD HR and campus administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement quality PLCs along with vertical planning during professionals planning time in addition to added time through creative scheduling.	**Formative**		
Strategy's Expected Result/Impact: Teacher retention, spring staff surveys, STAAR Scores	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus administrators, teachers, Academic Coach **TEA Priorities:** Recruit, support, retain teachers and principals			

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

Goal 4: 3. Leadership: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time

Performance Objective 2: Improve interactions between 504, Special Education, Gifted and Talented, and RtI departments as they relate to student movement between programs.

Evaluation Data Sources: Successful completion of training: Improved student performance as measured by STAAR & TELPAS

Strategy 1 Details	Formative Reviews		
Strategy 1: Stakeholders (504/dyslexia, Academic Enrichment/TAG, Special Education, LEP, RtI) will attend training provided through a regional service provider (Region 20).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Successful completion of professional development; Improved student performance on STAAR; decreased lag time of services provided as students move between programs. **Staff Responsible for Monitoring:** Administrative Staff, 504/Dyslexia Therapist, Academic Enrichment professional, Special Education lead, RtI Teacher, Academic Coach			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement State plan for Talented and Gifted Students/ professional development on continuing identification and services for Gifted and Talented students along with review of differentiation. Teacher position will be added to include a professional with the title of Academic Enrichment Professional which will work with ALL students on campus. Includes all Economically Disadvantaged, African American, At Risk, LEP (denials), SPED, McKinney Vento, 504, and RtI students and will increase student achievement.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Lesson Plans, agendas and sign in for meetings, unit test data, STAAR Scores, up-to-date training certificates, TAG rosters **Staff Responsible for Monitoring:** Administration, Academic Enrichment Teacher, Gen Ed teachers,			

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

Goal 5: 2. Customer Service: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community

Performance Objective 1: Provide learning activities where students, parents, and community members can participate and grow our school academically, social, and independently. To continue to ensure effective communication between all school stakeholders and community members to include parents.

Evaluation Data Sources: Parent and community sign-in sheets signifying participation, end-of-year parent surveys along with communication artifacts and information disseminated by school staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Development for Social Worker/counselor: Attend annual Social Worker's conference (SCE 171.1 $240.00) - focus academic achievement and reduce the dropout rate of at-risk along with suicide prevention, including JISD/ guardian notification procedures [TEC 11.252(3)(B)(i)] , conflict resolution, violence prevention, and intervention, unwanted physical or verbal aggression, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC11.252(3)(G)] and sexual harassment. Implementation - positive posters/banners in displays, activities incentives, and parent meetings (Let's Talk About It) to increase communication between Social Worker, at-risk students, and parents in regards to the importance of social and emotional well-being. Continue to focus on the social and emotional well-being of all students through the use of activity sets, games, lessons, and CDs.	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Professional development accomplished, increase in student attendance, social emotional well-being of all students
    Staff Responsible for Monitoring: Principal, Social Worker, Counselor
    Title I Schoolwide Elements: 3.1, 3.2
    Funding Sources: Texas School Social Worker Conference - 171 State Comp Ed			

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

Goal 5: 2. Customer Service: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community

Performance Objective 2: Performance Objective 1: All JISD students, staff, families and community members will be able to understand, model, take actions to add more kindness to everything we do.

HB3 Goal

Evaluation Data Sources: School social worker and counselor logs all students including homeless, liaison documentation, review academic performances for social and emotional needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Bully Awareness and Prevention activities, referred to as "Kindness Matters," will provide students with experiences that connect to "real work" needs: Red Ribbon Week, Toys for Tots, food drives - timely community and national charitable contributions by staff and students	**Formative**		
	Nov	**Feb**	**May**
Ensure prevention, identification, and timely response to discipline reporting of bullying or bully-like behavior			
Strategy's Expected Result/Impact: Bully Prevention Activities, Number of Bully referrals, EOY surveys from parents, student, and staff			
Staff Responsible for Monitoring: Counselor, Social Worker, Student Council, MPE Kindness Crew, PTO, Principal, Assistant Principal			
Board Policy FFI(Local) TEC 11.252 (a)(3)(E)			
Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture			
Strategy 2 Details	Formative Reviews		
Strategy 2: Super Star Student monthly recognition program to build a positive self-esteem in students	**Formative**		
Strategy's Expected Result/Impact: Certificates, photos and lunch on stage, decreased discipline referrals	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administration, School counselor, Social Worker			
Title I Schoolwide Elements: 2.5, 2.6			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

State Compensatory

Budget for Miller's Point Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 200
Brief Description of SCE Services and/or Programs

Personnel for Miller's Point Elementary School

Name	Position	FTE
Coleman, Vickie	RtI Teacher	NaN
White, Cessily	At-Risk Social Worker	NaN

Title I Personnel

Name	Position	Program	FTE
Buss, Katherine	RTI Teacher		100%

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Barbara Smejkal	Chairperson
Classroom Teacher	Nancy O'Donnell	Special Education Teacher Lead
Classroom Teacher	Darren Hudson	Classroom Teacher 4th Grade
Classroom Teacher	Brian Krasiewski	Prek4 Teacher
Administrator	Vickie Coleman	Assistant Principal
District-level Professional	Carl Harris	District Professional - LSSP
Paraprofessional	Ja'Net Hayes	Paraprofessional - APPLE Unit
Classroom Teacher	Rebecca Morris	Classroom Teacher - First Grade
Paraprofessional	Krystal Menchey	Paraprofessional - prek4
Parent	Hung Truong	Parent
Business Representative	Robert Maulden	Business Representative
Classroom Teacher	Bonnie Anderson	Music Teacher

2021-2022 Professional Learning Committee (PLC)

Committee Role	Name	Position
Administrator	Barbara Smejkal	Member
Non-classroom Professional	Katherine Buss	RtI Campus
Administrator	Vickie Coleman	Assistant Principal
Non-classroom Professional	Monica Rea	RtI Teacher
Non-classroom Professional	Luz Ramirez	Academic Coach

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Barbara Smejkal	Principal
Classroom Teacher	Natalie Liles	Classroom Teacher Reading Lead
Non-classroom Professional	Vickie Coleman	RtI
Non-classroom Professional	Katherine Buss	RtI
Classroom Teacher	Niicholas Caballero	Classroom Teacher Math Lead
Non-classroom Professional	Luz Ramirez	Academic Coach
Classroom Teacher	Marilyn McKinney	5th Grade Science Teacher

Attendance Committee

Committee Role	Name	Position
Administrator	Barbara Smejkal	Member
Paraprofessional	Melinda McDonald	Leader - Data
Classroom Teacher	Kendra Clark	Classroom Teacher - second grade
Classroom Teacher	Natalie Liles	Classroom Teacher - 5th grade
Non-classroom Professional	Cessily White	Social Worker
Administrator	Vickie Coleman	Assistant Principal

Discipline Committee

Committee Role	Name	Position
Administrator	Barbara Smejkal	Member
Administrator	Vickie Coleman	Assistant Principal
Classroom Teacher	Kimberelle Martin	Librarian
Non-classroom Professional	Christine Parker	Counselor
Classroom Teacher	Nancy O'Donnell	Member
Classroom Teacher	Kaime Anderson	Classroom Teacher - kindergarten
Non-classroom Professional	Katherine Buss	RtI

Placement Review Committee

Committee Role	Name	Position
Administrator	Barbara Smejkal	Final Decision - Signer
Administrator	Vickie Coleman	Chairman
Non-classroom Professional	Christine Parker	Chairman
Non-classroom Professional	Cessily Rosemond	Chairman
Classroom Teacher	Michelle Trevino	Classroom Teacher - 3rd Grade
Classroom Teacher	Emily Jones	Classroom Teacher - prek3
Non-classroom Professional	Katherine Buss	RtI Teacher

Campus Funding Summary

171 State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Shapemags Magnet Building Tiles - Place Value		$75.96
2	2	1	Kids Activities to Promote Kindness/anit-bullying- Oriental Trading		$118.96
5	1	1	Texas School Social Worker Conference		$0.00
				Sub-Total	$194.92
				Budgeted Fund Source Amount	$49,646.00
				+/- Difference	$49,451.08

199 General Operating

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,500.00
				+/- Difference	$7,500.00

211-2 Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Print Shop Copies Forde Ferrier		$1,518.90
1	1	3	Fast Focus Writing Resource		$405.00
1	1	4	Printing of STAAR Materials		$2,180.00
1	1	4	Science Day Camp on School Grounds	211-11-6299	$2,000.00
1	1	6	Star Student Awards		$468.08
1	1	6	Recognition Awards		$87.92
1	2	1	Classroom Non-Fiction Sets		$134.12
1	2	1	Classroom Fiction Sets		$178.92
1	2	1	Tools4Reading		$3,390.00
1	2	1	Classroom Fiction Sets		$671.16
1	3	2	Ultimate Mastery Math Workbook 2nd - 5th grades per student		$7,981.00
1	3	2	Explore Learning Reflex (Math) site license		$2,965.50

			211-2 Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Anglegs Math Manipulatives		$127.35
1	3	4	Countdown to STAAR Print Shop		$1,787.40
2	2	3	Perfect Attendance trophies, ribbons and medals		$0.00
				Sub-Total	$23,895.35
				Budgeted Fund Source Amount	$15,911.00
				+/- Difference	-$7,984.35
				Grand Total	$24,090.27

Addendums

JISD
JUDSON INDEPENDENT SCHOOL DISTRICT

Guidance and Counseling Department
ANTI-BULLYING PLAN

BULLYING PREVENTION POLICIES

FFH (Local), FFH (Legal) and (FFH Exhibit)
FFI (Local), FFI (Legal) and FDB (Local) FDB (Legal)

House Bill 1942 – Bullying in Public Schools

STUDENT AWARENESS

- Definitions on bullying and harassment
- Protocol for reporting of bullying incidents
- Student awareness activities to include rallies, pledges, posters
- Guidance lessons
- Counseling services for
    - Bully
    - Victim
    - Bystander

PARENT AWARENES

- Definitions on bullying and harassment
- Letter to parents on district anti-bullying
- Meetings and presentations
- Principal Coffees, posters, marquees
- How to talk to children
- Bullying brochure

STAFF AWARENESS

- Definitions on bullying and harassment
- On line staff development training on reporting/coding of incidents
- Data on number of incidents
- Resource guide
- Posters in classrooms

David's Law
Judson ISD Board Policy FFI (LOCAL)

(1) Bullying is a single significant act or pattern of acts by one or more students directed at another student
that exploits an imbalance of power and involves:
- Written or verbal expression;
- Expression through electronic means; or
- Physical conduct that:
- Harms a student or his or her property, or places them in reasonable fear of
this harm;
- Has the effect or will have the effect of physically harming a student, causing a
student to experience substantial negative mental health effects, damaging a
student 's property, or placing a student in reasonable fear of harm to the
student 's person or of damage to the student 's property;
- Sufficiently severe, persistent or pervasive enough to create an intimidating,
threatening or abusive educational environment for the student;
- Materially and substantially disrupts the educational process or orderly
operation of a classroom or school; or
- Infringes on the rights of the victim at school.

(2) "Cyberbullying" means bullying that is done through the use of electronic communication, including
through the use of a cellular or other type of telephone, a computer, a pager, a camera, electronic mail,
instant messaging, text messaging, a social media application, Internet website, or other Internet-based
communication tool.
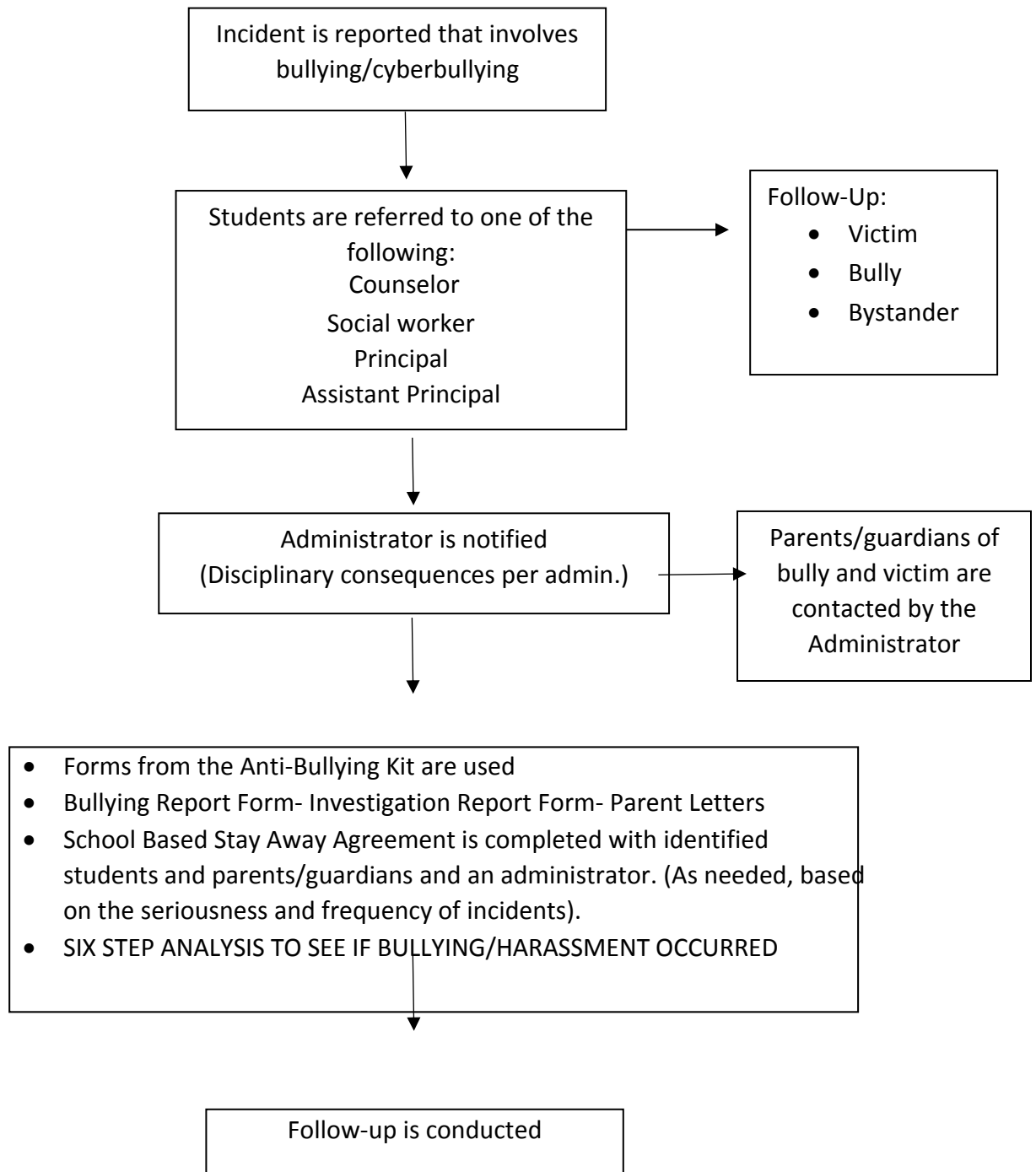
This section applies to:
(1)   bullying that occurs on or is delivered to school property or to the site of a school-
sponsored or school-related activity on or off school property;
(2)   bullying that occurs on a publicly or privately owned school bus or van being used
for transportation of students to or from school or a school-sponsored or school-
related activity;
(3)   cyberbullying that occurs off school property or outside of a school-sponsored or
school-related activity if the cyberbullying:

(A) interferes with a student's educational opportunities; or
(B) substantially disrupts the orderly operation of a classroom, school, or school-
sponsored or school-related activity.

All employees are required to report student complaints of bullying to the principal or designee. No
exceptions! No decision-making needed from the employee, just report.

Judson ISD provides a reporting tool on the district website. Go to https://www.judsonisd.org/
click on Resources. Students, parents and staff can report bullying incidents anonymously through
Report it.

JISD
JUDSON INDEPENDENT SCHOOL DISTRICT

BULLYING REPORT PROTOCOL

Incident is reported that involves bullying/cyberbullying

Students are referred to one of the following:
Counselor
Social worker
Principal
Assistant Principal

Follow-Up:
- Victim
- Bully
- Bystander

Administrator is notified
(Disciplinary consequences per admin.)

Parents/guardians of bully and victim are contacted by the Administrator

- Forms from the Anti-Bullying Kit are used
- Bullying Report Form- Investigation Report Form- Parent Letters
- School Based Stay Away Agreement is completed with identified students and parents/guardians and an administrator. (As needed, based on the seriousness and frequency of incidents).
- SIX STEP ANALYSIS TO SEE IF BULLYING/HARASSMENT OCCURRED

Follow-up is conducted

BULLYING REPORT FORM

1.

Bullying can be defined as repeated physical or emotional harm involving an imbalance of power. This is a form for reporting incidents of bullying, intimidation, or harassment involving any Judson ISD.

Please provide as much information as possible.

Today's date: _____

Person Reporting Incident: Name: _____   Telephone: _____

Place an X in the space: ___ Student   ___ Witness Bystander   ___ Parent/Guardian   ___ School Staff

Name of student victim: _____   Grade:_____

Name(s) of alleged offender(s)	School	Age	Grade	Is he/she a student?

On what date(s) did the incident happen? _____

Has this happened before?

___ No, this is the first time.   ____ Yes, this has happened once before.   ___Yes, this is an ongoing problem.

Place an **X** next to the statement(s) that best describes what happened (choose all that apply):

❑ Physical: hitting, kicking, or other physical aggression
❑ Social/Emotional: starting rumors, excluding, or telling others not to be friends with someone
❑ Verbal: teasing, name-calling, or put-downs
❑ Cyber Bullying: using an electronic medium to engage in any bullying behavior
❑ Other (specify): _____

Where did the incident happen (choose all that apply)?

❑ Classroom   ❑ PE   ❑ Lunch   ❑ Hallway
❑ Bus/Bus Stop   ❑ Restroom   ❑ Other

What did the alleged offender(s) say or do?

_____

_____

_____

(Attach a separate sheet if necessary)

Signature: _____   **Date:** _____

Actions Taken

Consequences: _____

Remediation: _____

Referral for additional support services: _____

Parent Contact: Date _____   Time _____   Person making contact: _____

Result: _____

Bullying Incident Follow-Up

Follow-up Conference Date: _____ *Time:* _____ **Conducted by:** _____

People present:
 Administrator_____ Social Worker_____ Counselor_____ Teacher_____
 Student _____ Parent _____ Parent _____ Witnesses _____
 School Psychologist Other _____

According to student, situation is: ___Better   ____Worse   ____No difference

Comments: _____
_____

Parent Contact: Date: _____ **Time:** _____   **Person making contact:**_____

Additional Actions / Notes: _____
_____
_____

****

Follow-up Conference Date: _____ *Time:* _____ **Conducted by:** _____

People present:
 Administrator_____ Social Worker_____ Counselor_____ Teacher_____
 Student _____ Parent _____ Parent _____ Witnesses _____
 School Psychologist Other _____

According to student, situation is: ___Better   ____Worse   ____No difference

Comments: _____
_____

Parent Contact: Date: _____ **Time:** _____   **Person making contact:**_____

Additional Actions / Notes: _____
_____
_____

House Bill 1942 – Bullying in Public Schools

SECTION 1. Section 21.451 (d), Education Code, is amended to read as follows:

d) The staff development:

      (1) may include training in:

        (A) technology;

        (B) conflict resolution; [and]

        (C) discipline strategies, including classroom
management, district discipline policies, and the student code of
conduct adopted under Section 37.001 and Chapter 37; and

        (D) preventing, identifying, responding to, and
reporting incidents of bullying; and

      (2) subject to Subsection (e), must include training
based on scientifically based research, as defined by Section 9101,
No Child Left Behind Act of 2001 (20 U.S.C. Section 7801), that:

        (A) relates to instruction of students with
disabilities; and

        (B) is designed for educators who work primarily
outside the area of special education.

SECTION 2. The heading to Section 25.0342, Education Code,
is amended to read as follows:

Sec. 25.0342. TRANSFER OF STUDENTS WHO ARE VICTIMS OF OR
HAVE ENGAGED IN BULLYING.

SECTION 3. Section 25.0342, Education Code, is amended by
amending Subsection (a) and adding Subsections (b-1) and (b-2) to
read as follows:

David's Law Senate Bill 179
Attached for Employee Reference

A BILL TO BE ENTITLED

1   AN ACT

2   relating to student harassment, bullying, cyberbullying, injury to

3   or death of a minor; creating a criminal offense.

4   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

5   SECTION 1.   This Act shall be known as David's Law.

6   SECTION 2.   Section 37.0832, Education Code, is amended by

7   amending Subsections (a), (c), (d), and (e) and adding Subsection

8   (a-1) to read as follows:

9   (a)   In this section:

10   (1)   "Bullying":

11   (A)   ["bullying"] means a single significant act

12   or a pattern of acts by one or more students directed at another

13   student that exploits an imbalance of power and involves[, subject

14   to Subsection (b),] engaging in written or verbal expression,

15   expression through electronic means, or physical conduct, that

16   satisfies the applicability requirements provided by Subsection

17   (a-1), [that occurs on school property, at a school-sponsored or

18   school-related activity, or in a vehicle operated by the district]

19   and that:

20   (i)   [(1)] has the effect or will have the

21   effect of physically harming a student, causing a student to

22   experience substantial negative mental health effects, damaging a

23   student's property, or placing a student in reasonable fear of harm

24   to the student's person or of damage to the student's property; [or]

1

1   (ii) [(2)] is sufficiently severe,

2 persistent, and pervasive enough that the action or threat creates

3 an intimidating, threatening, or abusive educational environment

4 for a student;

5   (iii) materially and substantially

6 disrupts the educational process or the orderly operation of a

7 classroom or school; or

8   (iv) infringes on the rights of the victim

9 at school; and

10   (B) includes cyberbullying.

11   (2) "Cyberbullying" means bullying that is done

12 through the use of electronic communication, including through the

13 use of a cellular or other type of telephone, a computer, a pager, a

14 camera, electronic mail, instant messaging, text messaging, a

15 social media application, Internet website, or other

16 Internet-based communication tool.

17   (a-1) This section applies to:

18   (1) bullying that occurs on or is delivered to school

19 property or to the site of a school-sponsored or school-related

20 activity on or off school property;

21   (2) bullying that occurs on a publicly or privately

22 owned school bus or van being used for transportation of students to

23 or from school or a school-sponsored or school-related activity;

24   (3) cyberbullying that occurs off school property or

25 outside of a school-sponsored or school-related activity if the

26 cyberbullying:

27   (A) interferes with a student's educational

1 opportunities; or

2   (B) substantially disrupts the orderly operation

3 of a classroom, school, or school-sponsored or school-related

4 activity.

5   (c) The board of trustees of each school district and the

6 governing body of each open-enrollment charter school or private

7 school shall adopt a policy, including any necessary procedures,

8 concerning bullying that:

9   (1) prohibits the bullying and cyberbullying of a

10 student;

11   (2) prohibits retaliation against any person,

12 including a victim, a witness, or another person, who in good faith

13 provides information concerning an incident of bullying;

14   (3) establishes a procedure for providing notice of an

15 incident of bullying to a parent or guardian of the victim and a

16 parent or guardian of the bully not later than the next school day

17 [within a reasonable amount of time] after the incident is

18 reported;

19   (4) establishes the actions a student should take to

20 obtain assistance and intervention in response to bullying;

21   (5) sets out the available counseling options for a

22 student who is a victim of or a witness to bullying or who engages in

23 bullying;

24   (6) establishes procedures for reporting an incident

25 of bullying, including procedures for a student, parent, teacher,

26 or administrator to anonymously report an incident of bullying,

27 investigating a reported incident of bullying, and determining

1 whether the reported incident of bullying occurred;

2   (7) prohibits the imposition of a disciplinary measure

3 on a student who, after an investigation, is found to be a victim of

4 bullying, on the basis of that student's use of reasonable

5 self-defense in response to the bullying; and

6   (8) requires that discipline for bullying of a student

7 with disabilities comply with applicable requirements under

8 federal law, including the Individuals with Disabilities Education

9 Act (20 U.S.C. Section 1400 et seq.).

10   (d) The policy and any necessary procedures adopted under

11 Subsection (c) must be included:

12   (1) annually, in any [the] student and employee

13 [school district] handbooks; and

14   (2) in the district improvement plan under Section

15 11.252.

16   (e) The procedure for reporting bullying established under

17 Subsection (c) must be posted on the district's or school's Internet

18 website to the extent practicable.

19   SECTION 3. Subchapter A, Chapter 37, Education Code, is

20 amended by adding Section 37.0052 to read as follows:

21   Sec. 37.0052. PLACEMENT OR EXPULSION OF STUDENTS WHO HAVE

22 ENGAGED IN CERTAIN BULLYING BEHAVIOR. (a) In this section:

23   (1) "Bullying" has the meaning assigned by Section

24 37.0832.

25   (2) "Intimate visual material" has the meaning

26 assigned by Section 98B.001, Civil Practice and Remedies Code.

27   (b) A student may be removed from class and placed in a

4

1 disciplinary alternative education program as provided by Section
2 37.008 or expelled if the student:
3   (1) engages in bullying that encourages a minor to
4 commit or attempt to commit suicide;
5   (2) incites violence against a minor through group
6 bullying; or
7   (3) releases or threatens to release intimate visual
8 material of a minor.
9   SECTION 4. Subchapter A, Chapter 37, Education Code, is
10 amended by adding Section 37.0151 to read as follows:
11   Sec. 37.0151. REPORT TO LOCAL LAW ENFORCEMENT REGARDING
12 CERTAIN CONDUCT CONSTITUTING ASSAULT OR HARASSMENT; LIABILITY. (a)
13 The principal of a public or private primary or secondary school, or
14 a person designated by the principal under Subsection (c), shall
15 make a report to any school district police department and the
16 police department of the municipality in which the school is
17 located or, if the school is not in a municipality, the sheriff of
18 the county in which the school is located if the principal has
19 reasonable grounds to believe that a student engaged in conduct
20 that constitutes an offense under Section 22.01 or 42.07(a)(7),
21 Penal Code.
22   (b) A person who makes a report under this section shall
23 include the name and address of each student the person believes may
24 have participated in the conduct.
25   (c) The principal of a public or private primary or
26 secondary school may designate a school employee, other than a
27 school counselor, who is under the supervision of the principal to

1 make the report under this section.

2   (d) A person is not liable in civil damages for making a

3 report in good faith under this section.

4   SECTION 5. Sections 37.218(a)(1) and (2), Education Code,

5 are amended to read as follows:

6   (1) "Bullying" has the meaning assigned by Section

7 37.0832 [25.0342].

8   (2) "Cyberbullying" has the meaning assigned by

9 Section 37.0832 [means the use of any electronic communication

10 device to engage in bullying or intimidation].

11   SECTION 6. Section 33.006(b), Education Code, is amended to

12 read as follows:

13   (b) In addition to a school counselor's responsibility

14 under Subsection (a), the school counselor shall:

15   (1) participate in planning, implementing, and

16 evaluating a comprehensive developmental guidance program to serve

17 all students and to address the special needs of students:

18   (A) who are at risk of dropping out of school,

19 becoming substance abusers, participating in gang activity, or

20 committing suicide;

21   (B) who are in need of modified instructional

22 strategies; or

23   (C) who are gifted and talented, with emphasis on

24 identifying and serving gifted and talented students who are

25 educationally disadvantaged;

26   (2) consult with a student's parent or guardian and

27 make referrals as appropriate in consultation with the student's

1 parent or guardian;

2 (3) consult with school staff, parents, and other

3 community members to help them increase the effectiveness of

4 student education and promote student success;

5 (4) coordinate people and resources in the school,

6 home, and community;

7 (5) with the assistance of school staff, interpret

8 standardized test results and other assessment data that help a

9 student make educational and career plans; [and]

10 (6) deliver classroom guidance activities or serve as

11 a consultant to teachers conducting lessons based on the school's

12 guidance curriculum; and

13 (7) serve as an impartial mediator for interpersonal

14 conflicts involving two or more students, including accusations of

15 bullying or cyberbullying under Section 37.0832.

16 SECTION 7. Chapter 18, Civil Practice and Remedies Code, is

17 amended by adding Subchapter E to read as follows:

18 SUBCHAPTER E. SUBPOENAS

19 Sec. 18.101. PRE-SUIT SUBPOENAS FOR CERTAIN CLAIMS

20 INVOLVING MINORS. (a) The supreme court shall adopt rules of

21 civil procedure providing for the issuance of a pre-suit subpoena

22 to:

23 (1) investigate a potential claim involving an injury

24 to or death of a minor; or

25 (2) perpetuate or obtain evidence or testimony from

26 any person for use in an anticipated action involving an injury to

27 or death of a minor.

1   (b) The rules must:

2   (1) allow a party to request a subpoena to compel an

3   oral or written deposition, the production of electronic or

4   magnetic data, or the production of documents or tangible things;

5   and

6   (2) require that a responding party provide any

7   electronic or magnetic data or documentary or tangible evidence to

8   the court under seal for the court to determine, after notice,

9   hearing, and an in camera inspection, if the evidence should be

10 released to the requesting party.

11   SECTION 8. Title 4, Civil Practice and Remedies Code, is

12 amended by adding Chapter 100B to read as follows:

13   CHAPTER 100B. LIABILITY FOR CERTAIN BULLYING OF CHILD

14   Sec. 100B.001. DEFINITIONS. In this chapter:

15   (1) "Bullying communication" means written or oral

16 expression, expression by means of electronic communication, or

17 non-verbal expression:

18   (A) that consists of multiple communications:

19   (i) with respect to which the individual

20 making the communication acts intentionally and with malice;

21   (ii) where the communications:

22   (a) when taken together, were extreme

23 and outrageous in light of the content, manner, time, place, and

24 number of such communications; or

25   (b) were harassing and offensive, and

26 the individual making the communication acts was acting in concert

27 with two or more other persons whose communications directed at the

1 recipient the individual making the communication acts knew to be

2 harassing and offensive, if such communications by the individual

3 making the communication acts and such other persons, when taken

4 together, were extreme and outrageous in light of the manner, time,

5 place, and number of such communications; and

6 (iii) with respect to which the

7 actions of the individual making the communication caused, or if

8 made in concert with other persons as provided in clause

9 (1)(A)(ii)(b) of this Section, contributed to causing, the

10 recipient to suffer severe emotional distress; or

11 (B) in which the individual making the

12 communication:

13 (i) urges or incites the recipient to

14 commit or attempt to commit suicide;

15 (ii) threatens to make available to

16 any third party, whether or not specified, by electronic

17 communication or otherwise, intimate visual material of or

18 depicting the recipient of the bullying communication; or

19 (iii) threatens bodily injury to the

20 recipient or a member of the recipient's family.

21 (2) "Claimant" means a party seeking to recover

22 damages under this chapter, including a plaintiff,

23 counter-claimant, crossclaimant, or third-party plaintiff, and

24 includes a party seeking recovery of damages under this chapter on

25 behalf of another person and the person on whose behalf the damages

26 are sought.

27 (3) "Defendant" includes any party from whom a

1 claimant seeks recovery of damages under this chapter, and includes

2 a person from whom a claimant seeks recovery under Section 100B.005

3 and the child who engaged in the actionable bullying that is the

4 subject of the action in which recovery is sought.

5 (4) "Electronic communication" means a transfer of

6 signs, signals, writing, images, sounds, data, or intelligence of

7 any nature transmitted wholly or partly by a wire, radio,

8 electromagnetic, photoelectronic, or photo-optical system

9 including through the use of a cellular or other type of telephone,

10 facsimile machine, a computer, a pager, a camera, electronic mail,

11 instant messaging, text messaging, a social media application,

12 Internet website, or other Internet-based communication tool.

13 (5) "Family" has the meaning assigned by Section

14 71.003, Family Code.

15 (6) "Interactive service" means an information

16 service, system, wireless telephone and text message service, or

17 access software provider that provides or enables electronic

18 communication through computer or wireless telephone access by

19 multiple users to a computer server or wireless telephone network,

20 including a system that provides access to the Internet or wireless

21 telephones.

22 (7) "Intimate visual material" has the meaning

23 assigned by Section 98B.001, Civil Practice and Remedies Code.

24 Sec. 100B.002. ACTIONABLE BULLYING. A person engages in

25 actionable bullying for the purposes of this chapter if the person

26 directs bullying communication toward a single recipient who, at

27 the time of the bullying communication, is younger than 18 years of

1 age.

2   Sec. 100B.003. LIABILITY. A defendant is liable to a

3 claimant as provided by this chapter if the claimant shows that the

4 defendant engaged in actionable bullying directed toward the

5 claimant.

6   Sec. 100B.004. DAMAGES. (a) A claimant who prevails in a

7 suit under this chapter may recover actual damages for all

8 physical, mental, or emotional injury caused by, resulting from, or

9 arising out of the actionable bullying that is the subject of the

10 suit. The claimant may recover actual damages for mental anguish

11 even if an injury other than mental anguish is not shown.

12   (b) Except as provided by Subsection (c), in addition to

13 damages awarded under Subsection (a), a claimant who prevails in a

14 suit under this chapter may recover:

15   (1) exemplary damages; and

16   (2) court costs and reasonable attorney's fees.

17   (c) Instead of recovering exemplary damages under

18 Subsection (b), a claimant who prevails in a suit under this chapter

19 may elect to treble the amount that would otherwise be awarded under

20 Subsection (a), not to exceed $75,000.00 under this subsection (c)

21 per actionable claim, if the claimant shows that:

22   (1) the defendant used an interactive service to

23 transfer electronic communication to the claimant that constituted

24 actionable bullying; and

25   (2) the defendant knew that two or more other persons

26 were using that interactive service to transfer electronic

27 communication that constituted actionable bullying as to the

1 claimant within 24 hours of each transfer by the defendant

2 described by Subdivision (1).

3 Sec. 100B.005. PARENTAL RESPONSIBILITY. A parent or other

4 person who has the duty of control and reasonable discipline of a

5 child who engages in actionable bullying directed toward the

6 claimant is liable to the claimant for:

7 (1) the lesser of:

8 (A) damages recoverable by the claimant under

9 Section 100B.004, including exemplary damages or multiplied

10 damages, as applicable; or

11 (B) $50,000; and

12 (2) court costs and reasonable attorney's fees.

13 Sec. 100B.006. INJUNCTIVE RELIEF. If a defendant is found

14 liable under this chapter, a court may order any injunctive relief

15 sought by the claimant that the court determines is appropriate

16 under the circumstances.

17 Sec. 100B.007. DEFENSE. It is a defense to liability under

18 this chapter that the defendant was engaged in conduct that

19 constituted a constitutionally protected exercise of the

20 defendant's rights to free speech.

21 Sec. 100B.008. CAUSE OF ACTION CUMULATIVE. The cause of

22 action created by this chapter is cumulative of any other remedy

23 provided by common law or statute.

24 SECTION 9. Chapter 22, Penal Code, is amended by adding

25 Section 22.081 to read as follows:

26 Sec. 22.081. INDUCING SUICIDE OR ATTEMPTED SUICIDE OF

27 A MINOR BY NONPHYSICAL BULLYING.

1   Sec 22.081 DEFINITIONS. In this section:

2   (1) "Electronic communication" has the meaning

3 assigned by Section 42.07(b)(1), Penal Code.

4   (2) "Intimate parts," "sexual conduct," and

5 "visual material" have the meanings assigned by Section 21.16,

6 Penal Code.

7   (3) "Intimate visual material" means visual

8 material that depicts a person:

9   (A) with the person's intimate parts exposed; or

10   (B) engaged in sexual conduct.

11   (4) "Suicide baiting" means a communication by a

12 person directed at another by written or verbal expression,

13 expression through an electronic communication, or non-verbal

14 expression, that urges or incites the other to commit or attempt to

15 commit suicide.

16   (a) A person commits an offense if such person intentionally

17 and with malice directs one or more communications toward a child

18 younger than 18 years of age by written or oral expression,

19 expression through electronic communications, or nonverbal

20 expression, and such communication was, or such communications when

21 taken together were, harassing, extreme and outrageous in light of

22 the content, number, manner, time, and place of such communication

23 or communications; and

24   (1) the actor's conduct causes the suicide, or the

25 attempted suicide of such child that results in serious bodily

26 injury; or

27   (2) the actor was acting in concert with two or more

1 other persons whose communications directed at such child the actor

2 knew to be harassing, extreme and outrageous in light of the

3 content, number, manner, time, and place of such other

4 communications, and the cumulative effect of such communication or

5 communications by the actor and such communications by such other

6 persons was to cause the suicide of such child, or the attempted

7 suicide of such child that results in serious bodily injury.

8 (b) A person commits an offense if such person intentionally

9 and with malice directs one or more communications toward a child

10 younger than 18 years of age by written or oral expression,

11 expression through electronic communications, or non-verbal

12 expression, and in such communication or communications the person

13 threatened to make available to any third party, whether or not

14 specified, by electronic communication, or otherwise, intimate

15 visual material of or depicting such child, and such conduct by the

16 actor causes the suicide of such child, or the attempted suicide of

17 such child that results in serious bodily injury.

18 (c) An offense under this section is a Class A misdemeanor.

19 SECTION 10. Section 42.07(b)(1), Penal Code, is amended to

20 read as follows:

21 (1) "Electronic communication" means a transfer of

22 signs, signals, writing, images, sounds, data, or intelligence of

23 any nature transmitted in whole or in part by a wire, radio,

24 electromagnetic, photoelectronic, or photo-optical system. The

25 term includes:

26 (A) a communication initiated by electronic

27 mail, instant message, Internet website, social media application,

1 network call, [~~or~~] facsimile machine<u>, or other Internet-based</u>
2 <u>communication tool</u>; and

3 　　　　　　　　　(B)　a communication made to a pager.

4 　　　　SECTION 11.　Section 37.0832(b), Education Code, is
5 repealed.

6 　　　　SECTION 12.　Chapter 100B, Civil Practice and Remedies Code,
7 as added by this Act, applies only with respect to bullying
8 communications engaged in on or after the effective date of this
9 Act.

10 　　　　SECTION 13.　The change in law made by this Act applies only
11 to an offense committed or conduct violating a penal law of this
12 state that occurs on or after the effective date of this Act.　An
13 offense committed or conduct that occurs before the effective date
14 of this Act is governed by the law in effect on the date the offense
15 was committed or conduct occurred, and the former law is continued
16 in effect for that purpose.　For purposes of this section, an
17 offense was committed or conduct violating a penal law of this state
18 occurred before the effective date of this Act if any element of the
19 offense or conduct occurred before that date.

20 　　　　SECTION 10.　This Act takes effect September 1, 2017.

2020-2021 Campus Needs Assessment
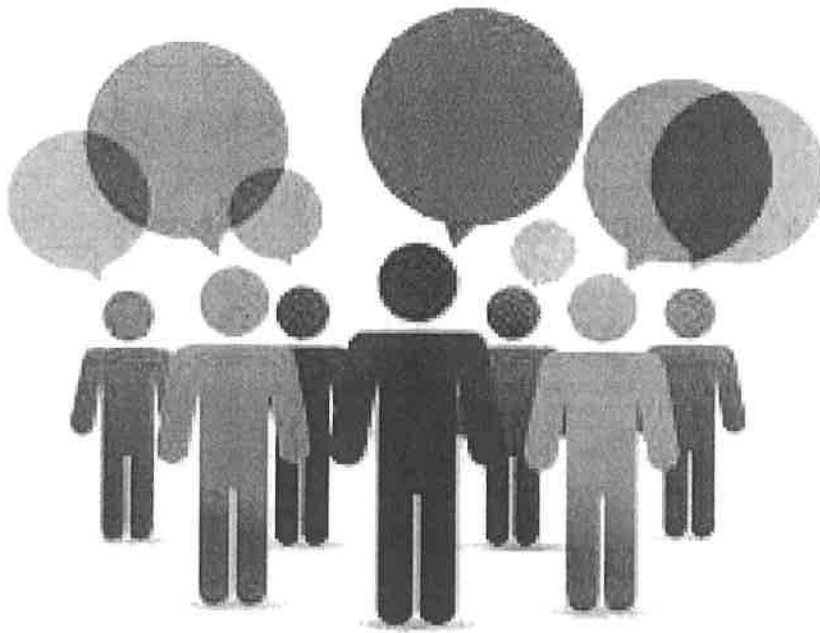
Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
Demographics

Date: 3/30/2021   ~~3/3~~Time: Facilitator/Title: Cessily White – Social Work

District Name: Judson ISD   ~~District Number~~: Miller's Point ES.

Sign-in Name, Role, Signature

Name	Role	Signature
Cessily White	Campus Social Worker	Cessily White, LMSW 3-3
Joel Kurtz	5th Grade Writing/SS Teacher	3.30.21
Rebecca Morris	First Grade Teacher	3.30.21
Kimberelle Martin	3rd Grade Math/Science Teacher	Kim Martin
Rodney Rodriguez	Paraprofessional	
Amber Gonzalez	Paraprofessional	On FMLA
Rebekah Vinas	1st Grade Teacher	3.30-21
Chris Rashall	Parent	CRashall 3-30-2021

CNA Discussion Topic/Topics

Topic	Minutes
3/22/2021	Review 2019-20 campus report card.
3/26/2021	Final document was reviewed.

Facilitator's Signature: Cessily White, LMSW   Date: 3/30/2021

Focus Area

Demographics

District Number: District Name:

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?
Although numbers have decreased slightly we have retained a majority of our students through virtual and face to face learning.

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

White 20.22 %	Asian 1.1%
Hispanic 59.9%	Multi. 4.2%
Black 13.0 %	HW/PI 1.4%

Who are our at-risk students? What is their at-risk category?
Economically Disadvantaged 77.5%
Special Education 19.3%
English Learners 2.3%
Mobility Rate (2018-19) 16.2%

Who are our Migrant students?
There are no migrant students.

What area of the community do the sub-population students come from?
The Summit mobile home park and the Glenn subdivision.

What are the staff demographics on your campus? According to the 18-19 TAPR Report:
African American 15.0%
Hispanic 27.5%
White 55.0%
Two or More Races 2.5%
Males 22.5%
Females 77.5%

What are the teacher/student ratios? How do these ratios compare to student performance?
According to the 18-19 TAPR Report:

Pre K 17.9	Kindergarten 15.0
Grade 1 18.9	Grade 2 16.5
Grade 3 23.3	Grade 4 21.0
Grade 5 24.3	

Other questions addressed:

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
Student Achievement

Date: April 8, 2021   Time: 3:00   Facilitator/Title: Katherine Buss

District Name: Judson ISD   District Number:

Sign-in Name, Role, Signature

Name	Role	Signature
Katherine Buss	RTI Teacher	KMW
Maria Oubre	Pre-K Teacher	m.Oebre
Jorge Solis	3rd Grade Teacher	
Marcos Kauffman	Special Education Teacher	
Debbie Boyd	Aide	Debbie Boyd
Krystal Menchey	Aide	K Menchey
Amy Pinkerton	2nd Grade Teacher	
Angela Capistran	Prek3 Paraprofessional	A Capistran
Bella Rea	Community member	B. Rea

CNA Discussion Topic/Topics

Topic	Minutes
• Mobility Rates • Attendance by Federal Code • Sub-population growth • Content area showing growth	The team met on 3-26-21 and 4-8-21 to discuss the topics on the left. We met through email to complete a google document of the CNA report. Approximate time 1 hour.
Topic	**Minutes**
• Instruction supports to ensure students success • TIP, CAN, CIP	The team met on 4-8 through email to review the completed section and make any possible changes.

Facilitator's Signature: KMW   Date: April 8, 2021

Focus Area

Student Achievement

District Number: 015916001   District Name: Judson ISD

Focus Area Guiding Questions

1. List identified priorities based on achievement data disaggregated by sub-population categories.

2. In which content areas are we showing growth? At what percentage rate based on your campus data?
   - Based on the Mock STAAR results from the Fall and the Spring, the content areas showing growth are 3rd and 5th grade reading. 3rd grade showed a 2.62% improvement of students getting approaches from Fall to Spring. Furthermore, 5th grade showed a 3.5% improvement of students getting approaches from Fall the Spring. 5th Grade also showed a 13.92% increase in students who met expectations on the Fall Mock STAAR and a 1.3% increase on students who mastered the Mock STAAR from the Fall to Spring administration.

3. Which sub-population groups are making progress on your campus? Why?
   - There has been an increase in our special education population making meets and masters. One reason this is occurring is due to the implementation of effective co-teaching in the general education classroom. The increase is also directly related to targeted TEKS remediation during RTI time. An example of this is the special education population going from 35% approaching on the Fall reading Mock STAAR to 58.82% approaching on the Spring reading mock STAAR.

4. List intervention strategies/activities that improve student achievement on your campus. Which sub-population are improving? Why?
   - All grade levels have been using unit assessments after completing units in reading, math, and science. These tests have been used to determine the level of success the students had on that particular area and if remediation needs to occur. Every grade level has a 45 minute RTI block used for remediation and meeting specific needs of students. In the upper grades RTI is TEK based with progress monitors once a week with remediation on weakest TEKS based on Mock STAAR tests and previous years STAAR scores.

5. What does your campus data results reflect in the core content areas?
   - Campus data such as unit assessments, local assessments, progress monitors and Mock STAAR testing is a driving force for guiding classroom instruction and remediation.

6. What are the student mobility rates?
- According to the TEA Report Card our mobility rate is 16.2%.

7. What are the student dropout rates by sub-population?
- There are no student drop-outs at Miller's Point Elementary.

8. What are the student attendance rates by sub-population?
   White 20.2 percent
   Hisp   59.9 percent
   Black   13.0 percent
   Asian   1.1 percent
   Multi race 4.2 percent
   HW/PI   1.4 percent

	Campus	District	State
Attendance Rate (2018-19)	95.8%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	13.0%	21.3%	12.6%
Hispanic	59.9%	57.6%	52.8%
White	20.2%	14.8%	27.0%
American Indian	0.2%	0.3%	0.4%
Asian	1.1%	1.8%	4.6%
Pacific Islander	1.4%	0.4%	0.2%
Two or More Races	4.2%	3.8%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	77.5%	70.3%	60.2%
Special Education	19.3%	13.1%	10.7%
English Learners	2.3%	10.2%	20.3%
Mobility Rate (2018-19)	16.2%	20.8%	15.3%
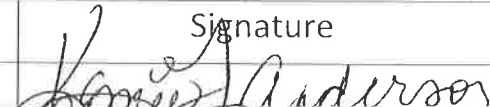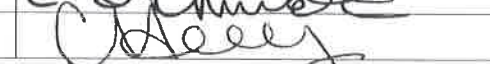
9. How are you integrating your Targeted Improvement Plan into your current Campus Improvement Plan and Comprehensive Needs Assessment?
- Goals have been set to close gaps based off the CIP and CNA which is executed by the TIP. This has been met through PLC's, data drives, TEKS remediation, co-teaching, and dedicated RTI.

10. What instructional supports are in place at your campus to ensure all students succeed and how do they address all sub-populations? Administrative supports?
- Several things are in place to support the success of students such as: designated RTI time daily, TIER 2 and TIER 3 support from RTI teachers, morning tutoring, after school tutoring, Saturday tutoring, lunch and conference support as needed. Teachers and staff attend PLC's and Data drives periodically throughout the year to insure instruction is successful for all sub-populations. Teachers are also giving unit assessments at the end of units to insure success and determine if there is a need for remediation. Miller's Point also has STEAM, Math, and Literacy nights for our students and parents.

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
Student Culture & Climate

Date: 3/25/2021 _____ Time: 3pm _____ Facilitator/Title: Ms. Hardaway/Dyslexia Therapist

District Name: JISD _____ District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature
Kamie Anderson	Kindergarten teacher	Kamie Anderson
WhiteCollar. Sosene	ECSE Teacher	
Michelle Hanks	Paraprofessional	
Nancy O'Donnell	Special Education teacher	Nancy O'Donnell
Monica Rea	2nd grade teacher	M. Rea
Elizabeth Schmidt	Special Education Paraprofessional	E. Schmidt
Christina Hardaway+	Dyslexia Therapist	
Brett Kastner	Community Rep	

CNA Discussion Topic/Topics

Topic	Minutes
3/18/2020 Comprehensive Needs Assessment Subcommittee Assignment: Student Culture and Climate	Identification of data sources: staff, students, parents General discussion of questions Establishment of subcommittee due date: March 21st (Later extended to March 30th.)
Topic 3/25/2020 Comprehensive Needs Assessment Subcommittee Assignment: Student Culture and Climate	Minutes Identification of data sources: staff, students, parents General discussion of questions Revised and edited questions answers

Facilitator's Signature: _____ Date: 03/30/2020

Student Culture & Climate

District Number: District Name:

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

   Overall, students describe the campus environment in a positive way. MPE teachers, staff, and support areas work hard to create a safe, engaging, learning environment where students feel they are cared for and valued. The extra-curricular activities and clubs are especially popular with students.

2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

   The MPE staff generally feels they are well informed about learning activities around the school, and they work hard to meet and exceed campus expectations for student achievement and overall learning. However, there are times when support staff are unable to fulfill their academic assignments, and this causes confusion and frustration, especially for the lower grades. Campus environment is stressed due to implementation of technology requirements and lack of in-depth training.

3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?
   The MPE staff does a great job handling most discipline issues within the classroom and the majority of students adhere to the campus discipline standard. Therefore, we assume the data reflects that. However, for our few more extreme behaviors, there is a concern we do not have a consistent program in place to address and deter these "repeat offenders." Discipline concerns are handled in house and addressed in the classroom before being referred to administration. Depending on the severity of the infraction.

4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations?

   The campus expectation for academics is extremely high. The goals are to achieve a "B" rating last year, the staff is eager to push for an "A" rating . Students know they are expected to master all content areas and excel on benchmark and STAAR testing. They also know their behavior is a reflection of MPE and they are encouraged to meet the behavior standards. Not only do we want students to behave at school, but they are expected to become productive citizens, as well. Clubs such as The Young Men's Club, the Dainty Daisies and others encourage and model such expectations. The students understand the MPE teachers have high expectations toward achieving their goals.

5. Describe strategies/activities utilized to improve your campus culture and climate.

   MPE has many events and activities throughout the year to promote student and community unity. Examples include virtual Literacy/Math/STEAM nights and clubs such as Art/Music/Robotics. Other popular

events are virtual drive though for holiday celebrations, virtual school dances, and activities with the counselor and social worker.

6. What does the campus data indicate regarding classroom management to support academic achievement?

   Since most discipline is handled within the class, the data most likely indicates low discipline referral rates. But given that MPE is a data-driven school, that data is monitored frequently. If there are areas in need of improvement, the administration will be aware of them.

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

   District-level departments send out curriculum maps and resources that provide a guideline to follow. In addition, the ELAR, Math, and Science departments have all sponsored classes via canvas this year that have been extremely challenging and beneficial. If and when called upon for other needs, the district-level departments have been eager and willing to respond.
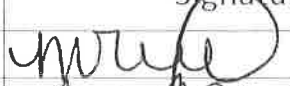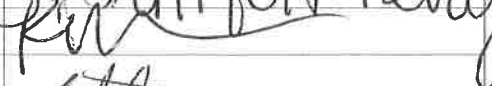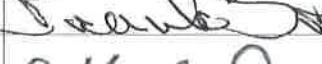
Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Staff Quality/Effectiveness, Recruitment, and Retention

Date: 3-22-2021 _____ Time: 3:15pm____ Facilitator/Title: Michelle Trevino 1st _____

District Name: Judson ISD _____ District Number: _____

Sign-in Name, Role, Signature

Name	Role	Signature
Michelle Trevino	1st grade teacher	
Vincent Lugo	PE Coach	
Monica Escobedo	Kindergarten Teacher	
Jennifer Petry	Kindergarten Teacher	
Kira McAhren	4th grade teacher	
Jose Martinez	Special Education Paraprofessional	
Frank Sevier	Special Education Teacher	
Debbie Boyd	Special Education Paraprofessional	
Robert Trevino	Community/School Memeber	

CNA Discussion Topic/Topics

Topic	Minutes
Campus needs assessment documentation	We met on 3-22-21. Teachers reviewed last year's responses and made changes and added new information based on this year's data.
Topic	**Minutes**
Campus needs assessment finalized document	4-7-21 Final document was reviewed

Facilitator's Signature: Date:

Focus Area

Staff Quality/Effectiveness, Recruitment, and Retention

District Number: District Name: <u>Judson ISD</u>

Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?

   The positive growth of the student's education shows the effectiveness of the teachers on the campus. We did see gaps this year, but feel this was due mainly due to COVID and children's lack of academics during this time.

2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?
   When being observed, staff is being observed in various domains. This allows the teachers and administrators to review and see where staff's strengths and weaknesses are. At the time we staff can request additional support, training, or peer feedback if requested.
   Another example of this was when a grade level did not score well on a STAAR tested subject prior to the test. At this time the grade level got together and formulated a plan where teachers would begin teaching the struggling area in their classes as well as using new programs/resources to boost scores with the support of administration.

3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement?
   Both percentages are in the 90's. It also allows teachers to collaborate on how things were taught, questions about students, etc. when teachers are retained year after year. It also impacts us because if we have consistent teachers in the same grade levels we know that material will be taught similarly year after year and are able to collaborate with our peers. We also are able to build relationships with families who have multiple children who attend our campus if they are exposed to the same teachers year after year.

4. How is highly effective staff assigned to work with the highest need student subpopulation?
   The staff is well educated, well trained and experienced in their field and adequate training is provided throughout the school year which makes our teachers more knowledgeable. Staff that does have expertise in special areas are used to support student groups and staff where needed. For example we have a group of teacher leaders who go into other classrooms and help with any support and ideas those teachers may have/need.

5. How is new staff supported to ensure a positive impact on student achievement?

Experienced staff and prior staff act as mentors to the new staff members and continue to provide guidance to benefit the new teacher throughout the year.

6. What systems are in place to build capacity and support continuous improvement?
   Administration conducts walk troughs in class room and shares feedback with teachers. We also have teachers' leaders who go into their peers' classrooms to give guidance and recommendations to help improve their peers' teaching and give support as needed. We also have many professionals on our campus that pull students to different rooms and assist them in getting caught up on the material needed to pass if material needs to be retaught or school is missed. Grade levels are also encouraged to have continuous support and communication between the team throughout the school year provides support and positive reinforcement in team relations.

7. Describe how campus data is used to determine professional development needs for staff.
   Faculty meetings/grade level meetings are geared from data/input collected from students and staff and the needs of the campus. For example, this year a lot of the PD we received was for Canvas and Amplify since both of these programs were new to staff and had to be utilized for the school year.

8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?
   Due to COVID BOY district professional development was geared towards Amplify in the lower grades. In addition to canvas training due to us starting off virtual.

9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?
   Implementation is monitored through district C and I assessments, growth measure assessments, RTI data, guided reading groups, Mock STAAR results. The data has had an impact because it's allowed us to see our strengths and weaknesses as a campus and we have learned how to support one another across all grade levels to achieve our goals. We have also seen that each year we are growing as a campus. In addition, we are able to see the gaps that have occurred due to the effect the pandemic had on us when school was shut down.

10. How frequently is professional development offered at the district and campus level?
    Every week PD sessions are offered throughout the district. Once a month the lower grades meet with Jennifer Johnson for PD that will help us to be better reading instructors. In addition, the district provides us with information from Region 20 of when they are also providing PD training that teachers can attend.

11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?
    Jennifer Johnson supports us with the components of reading instruction. PD is offered in all subject areas that is facilitated from the different district departments.

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
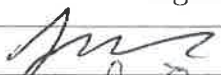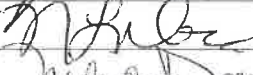## Curriculum & Instruction

Date: April 1, 2021   Time: Facilitator/Title: Mrs. Dailey

District Name: Miller's Point Elementary   District Number:

Sign-in Name, Role, Signature

Name	Role	Signature
Javier G. Marquez	4th Grade Teacher	
Mrs. Liles	5th Grade Teacher	
Mrs. Dailey	3rd Grade Teacher	
Mrs. Swisher	2nd Grade Teacher	
Mrs. Jones	Pre-K Teacher	
Mr. Pierce	Special Education Teacher	
Mrs. Coleman	RTI Teacher	
Monica Chapman	Community Member	

CNA Discussion Topic/Topics

Topic	Minutes
Questions on page 18 March 29, 2021	The teachers all discussed and provided input pertaining to the Curriculum and Instruction questions on page 18. We summarized everyone's responses and completed the questions. Everyone had very similar ideas and were able to give specific examples on how they use assessments to drive their instruction on a daily basis.
Topic	Minute
Document Review April 1, 2021	We reviewed changes and agreed this was the best representation of the curriculum and instruction for our school.

Facilitator's Signature: Date:

Focus Area

Curriculum & Instruction

District Number: School Name: _Miller's Point_

Focus Area Guiding Questions

1. How is campus data used to determine instruction and assessment decisions to improve student academic achievement? Our campus utilizes data (formal/informal assessments, Imagine Learning) in order to drive instruction 100% of the time. Our campus meets with RTI, 504, SPED, leadership team personnel to discuss what areas of focus need to be addressed according to data.

2. How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process? High expectations are seen throughout the campus as everyone is on the same page for student achievement. The curriculum from the district is aligned according to state standards and teachers meet in Professional Learning Communities on campus and teachers vertically align pre-k -5th. Teachers from our campus have been a part of the Curriculum and Instruction Writing process and therefore have directly participated with the alignment process. The school has partnered with The Department of Education and now has two teacher leaders that help with planning, and implementing rigorous lessons that set high expectations. The school has also partnered with Project Lead The Way and four teachers have become trained to incorporate project-based learning at the school.

3. What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards? We utilize the following materials: Fast Focus, Countdown to Math, Reading, Writing, Gikit, Reflex Math, Quill, and Lalilo. Yes, they are up to date with current academic standards set by the state. The newly added PreK 3 program uses Creative Curriculum. The program is up-to-date and has a strong focus in Literacy and Math with integrated Science and Social Studies which is reflective of the state guidelines and district vision for Early Childhood learning. Kindergarten uses Tx-Kea and First and Second use Amplify. Think up! Reading, Math, and Science is a resource to guide instruction and promote higher level thinking and gain a better development of deeper understanding in critical thinking.

4. Is there scientifically-based research that supports the curriculum and the instructional program being used in the school? Yes, we have historically tracked our progress using the current curriculum. We have in place Common assessment that lets us know currently how we are doing with the curriculum. PreK- 2 have added a literacy study using the mentoring text _Research-Based Methods of Reading Instruction_. This year third grade teachers, BAC teacher, RTI teachers and the principal are participating in The Reading Academy.

5. What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement? Teachers play a vital role in getting the progress measurement test and weekly tests set up. We currently use weekly tests, common assessments, mock STAAR

test, weekly progress measures. District provides diagnostic testing that we abide by.
PreK 3 uses the Developmental Milestone Checklist provided by the district. PreK 4 and Kinder use CLI Engage and TxKEA. K-2 uses Amplify. All programs have pre-determined assessments for BOY, MOY, and EOY assessments per the district. Weekly tests or supplemental assessments are determined by grade to support student need and instructional decisions.

6. How are assessment results used? The results we gather drive our instruction for the upcoming weeks. Teacher's use data from previous assessments to determine which students need a reteach, intervention, small group instruction or need to be more challenged in the next unit. We continually spiral in order to ensure student success. The data we get from assessments is essential to teacher planning of each unit's lessons.
Assessment results are used to help determine small group and focus group instruction as well as which topics/concepts need additional instruction and support.

7. Is instructional technology available to all students? Do teachers integrate technology into teaching? Students use Quill, Reflex Math, Imagine Reading/Math, and Prodigy, and Dreamscape. Students have been provided Chromebooks and lessons are uploaded to the Canvas learning platform. All grade levels include some form of technology as appropriate for the students' age, grade level, and instructional need.

8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students? Yes, we evaluate and address whether the needs are being met for every student using district provided curriculum and instruction checkpoints, BOY and EOY benchmarks, and evaluations.

9. Based on campus data how are instruction and assessment aligned? How are they aligned to support and challenge student subpopulation? All of our assessments are aligned to instruction 100% of the time. Yes, they are designed to support and challenge all sub pops in our school. Instruction and assessments are TEKS aligned.

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form

Family & Community Involvement/Engagement

Date: _____ Time: _____ Facilitator/Title: Bonnie Anderson

District Name: Judson ISD _____ ~~District Number~~: Miller's Point El

Sign-in Name, Role, Signature

Name	Role	Signature
Christine Parker	School Counselor	CParr
Nicholas Caballero	5th Grade Math Teacher	Ny clh
Roberta Couch	4th Grade Reading Teacher	R. Couch
Bonnie Anderson	Music Teacher	Bonnie Anderson
Rochelle Peterman	PE Paraprofessional	R.P.
Janet Hayes	Paraprofessional – Apple Unit	Jr Net D Hayes
Luz Ramirez	Academic Coach	Luz R
Robert Maulden	Community Member	Robert Mauld

CNA Discussion Topic/Topics

Topic	Minutes
3-7-21	The teachers all discussed and provided input pertaining to the Family and Community Involvement/Engagement questions on page 28.
3-24-21	We summarized everyone's responses and completed the questions.

Topic	Minutes

Facilitator's Signature: Bonnie Anderson Date: 3-25-2021

Focus Area

Family & Community Involvement/Engagement

District Number: School Name: Miller's Point ES

Focus Area Guiding Questions

1. What opportunities are provided for families and community members to be involved in meaningful activities support students' learning?

It has been ever changing because of today's health climate. MPE has literacy night, math events, STEAM night and Book Fair. We have had drive-through events such as Halloween trick or treating and Breakfast with Santa. We have had virtual events such as math night, Goodnight Miller's Point (Teachers Read Stories aloud), Veteran's Day Program, JEF Gala performance, Spring Marimba Concert, Fox News First Christmas Program. We have also had hybrid events (virtual and in-person) such as our school dances and the Talent Show. Prior to the pandemic students and families could participate in district honor choir and fundraisers for the school. Volunteers are always welcome to assist in the classroom, library, front office, picture day, bike rodeo, school dances.

2. How are families and the community members involved in campus decision-making?

Family surveys are sent annually, CIP team welcomes family members, and our Parent Teacher Organization is evolving and growing each year. We keep the lines of communication (Facebook, Class Dojo, Email, Phone Calls, Direct Chat) open and take into careful consideration suggestions and concerns from parents. Community members play important roles in our curriculum, Campus Needs Assessment, Campus Improvement Plans and our Campus Site Based Decision Making committee. We work together with community members to make sure our students grow up to be important members of the community.

3. If families speak languages other than English, how does the school communicate in those languages?

Bilingual staff members offer assistance for verbal communication. Translation of emails and correspondence are done via Google Translate. Parents have translation options for our Facebook page and Class Dojo.

4. What types of services are available to support parents of students in sub-populations?

McKinney Vento Federal Program, hygiene partnership with United Way, JISD clothing vouchers, MPE clothing closet, MPE school supplies, JISD food delivery service, MPE at risk Social Worker, Operation School Bell with San Antonio Assistance League clothing provided.

5. Describe how teachers effectively communicate with parents (formally and informally) about the academic progress of their children?

Class Remind, ClassDoJo – both teacher and principal, email, parent center, phone, in person meetings, retention letters, retention meetings, progress reports, report cards, Canvas, Frontline.

6. Are translators and written communications available for families who speak a language other than English?

Yes in Spanish (other languages are addressed with the Bilingual Dept as needed). Bilingual staff members offer assistance for verbal communication. Translation of emails and correspondence are done via Google Translate. Parents have translation options for our Facebook page and Class Dojo.

7. Describe how parental community involvement strategies are evaluated and revised, as needed.

Evaluation and revision is conducted through findings from CIP meetings, PTO meetings, and family surveys. are. ... and community members often provide feedback to staff members. That information is forwarded to dministration. Others meet directly with our administration to voice concerns and provide feedback. Over the past everal years, administration has been prompt in responding to parents and action is taken immediately to remedy tuations, create what is needed, or make improvements.

8. How does the campus maintain Title I parent Involvement compliance status with School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation?

We utilize School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation. Teachers hold parent conferences which include providing families with the school/parent compacts. Front office also has compacts available for families. Principal provides families with parent involvement policy as well as conducts the annual title 1 meeting. Program evaluation is conducted at year end and revisited throughout the school year.

9. Describe how district-level departments contribute to improving student academic performances on your campus for this focus area.

The various academic departments support the teaching, learning, and effective academic instruction. The athletics department supports bike rodeo and the elementary track meet, both of which culminate in a district wide event for families to attend. The fine arts department supports the District Honor Choir that also has a district wide performance, as well as the theater arts program that is conducted in the summer. The bilingual department sponsors the Hispanic Heritage Program and they invite our students to perform with the other schools in the district. The media department created a video of our students performing and submitted it to be aired on Fox News. They also created another video of our students performing for the JEF Gala.

Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
School Context & Organization

Date: **4-26-21** Time: **9:45** Facilitator: Michael Farr

District Name: Judson ISD   District Number:

Name	Role	Signature
Marilyn McKinney	Teacher	_Marilyn McKinney 2-26-21_
Sharon Drawdy	Teacher	_Sharon Drawdy_
Kendra Clark	Teacher	_Kendra Clark_
Mycah Hall	Teacher	_Mycah Hall_
Diana Helms	Paraprofessional	
Michael Farr	4th grade teacher	_(signature)_
Susan McIlhenny	Paraprofessional	_(signature)_
Heather Walker	Parent	_(signature)_

CNA Discussion Topic/Topics

Topic	Minutes
Family and Community Involvement	Discussed questions and answered. Please see responses below.

Topic	Minutes

Facilitator's Signature: _(signature)_   Date: _(signature)_

4-26-21

Focus Area

School Context & Organization

District Number: _____   School Name: <u>Miller's Point ES</u>

Focus Area Guiding Questions

1. What does the campus data reflect about classes and schedules for supporting the sub-populations?

   We are closing the gap on our sped and sub-pops indicating that the push in support and co-teach models in place are effective. With the interference of Covid, Sped and Sub pop have altered teaching models to meet both the academic/social emotional needs of the students.   Continual evaluation of how students are performing and progressing prompts continual evaluation and re- evaluation.

2. How is adequate time devoted to core content areas in which students need improvement?

   RTI is built into the daily schedule where ALL students are able to focus on their needs for improvement and the teachers are able to target the TEKS that the students are weakest in, as well as close the gaps from the previous year. This includes but is not limited to morning tutoring, after school tutoring, and Saturday tutoring when necessary.

3. Describe the teacher's role in decision-making and school policies for addressing professional

   development, student academics and instructional activities.

   Teachers work with the previous grade levels to see where the students were before Covid-19 break.
   Teachers take that information into planning for the students and constantly reevaluate the effectiveness of
   ןe c   .en strategy. Teachers on a campus level complete surveys for school wide decisions and   meet
   ollaboratively with committees throughout various grade levels.

4. Describe the teacher's role in deciding what assessments will be used to evaluate individual students.

   District provides curriculum and unit assessments for each unit created by teachers
   in JISD. The teacher in the classroom uses assessments created by the teacher to meet the
   needs of the students in their care.

5. How does the campus make it easy for stakeholders to be heard and provide input in the decision

   making process?

   Ms. Smejkal is constantly providing opportunities by asking for feedback as well as sending
   surveys for teachers through surveymonkey, PLC meetings, department meetings as well as
   regular PTC meetings. The district sets expectations that need to be met across the campuses
   and the school leadership holds teachers accountable to meet those expectations.

6. Describe how district-level departments contribute to improving student academic performance on

   your campus for this focus area.

   District delegates this matter to campus administration. Campus administrators communicate with grade
   vel chairs who in turn discuss issues with their team members

7. Does the school have a vision and a mission statement? Are they widely known and understood? Is

   the vision periodically reviewed to determine if it meets the needs of the school?

Yes. As a campus we are all involved in creating a vision of where our campus wants to be. As staff members, we review and adapt as necessary. The school's overarching mission is to serve the students under their care. As campus needs change, committees and subcommittees meet to discuss the ever changing needs and plan accordingly.

8. Is the entire school staff involved in decisions about school operations? How?

Yes by signing up for a minimum of three committees, everyone has an involvement in some way. The school grade levels meet to discuss where students are as a whole, and teachers vertically align with the grade level above and below to better meet the needs of the students of where they are coming from and where they need to be headed.

9. Is the school safe and orderly?

Yes. The school is orderly by the expectations that are set from the individual teacher as well as campus expectations as well. The overall school building is safe due to the newly redesigned front office as well as all doors (front and back) are locked during the day.

10. What disciplinary policies exist, and how are these policies enforced?

Class dojo is used campus wide for uniformity and immediate contact both positive and negative with parents. Due to the 1:1 ratio of students and computers, students are more connected now than they have been in years past. This has allowed for better communication with the students and the parents, and has assisted in closing the gap that has been created by Covid-19. Teachers respond to parents within 24 hours (most responding within 1 hour). Many teachers have given out personal cell phone numbers to parents, in order to assist in eliminating behavior issues.
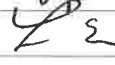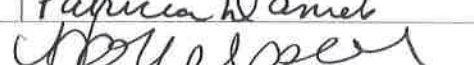
Comprehensive Needs Assessment
Sub-Committee Agenda Documentation Form
Technology

Date: 4/6/2021 ~~4/14/2021~~ Time: 3pm   Facilitator/Title: Lorenza Estrada

District Name: Judson ISD   School Name: Miller's Point ES

Sign-in Name, Role, Signature

Name	Role	Signature
Stacey Ortiz	Special Ed. Paraprofessional	
Brian Krasiewski	Pre - K Teacher	Brian K
Ashley Romero	3rd Grade Teacher	A Romero
Sarah Regalado	Library/TAG	
Lorenza Estrada	Special Ed. Teacher	L E
Lawrence Hayes	Special Ed. Aide	
Patricia Daniels	Special Ed. Aide	Patricia Daniel

Heather Mons

CNA Discussion Topic/Topics

4/6 Topic	Minutes
1. Tech needs 2. Instructional Tech. Vision 3. Tech. Proficiency 4. Tech. PD & Implementation	Discussed the technology needs of the campus per grade level and how it is being used at the moment. Possibly increasing the purchase of new technology tools for the upcoming year (software/hardware). Proficiency needs to be increased by providing more technology professional development.
4/14 Topic	Minutes
5. Tech PD impact on students and staff 6. Tech. core content usage 7. District support	Chromebooks are at a 1:1 ratio.

acilitator's Signature: _____   Date: 4/14/2021

Focus Area

Focus Area

Technology

Focus Area Guiding Questions

1. Describe the technology needs of your campus.
   The Miller's Point campus is at a 1:1 ratio of chromebooks. Document cameras are also in need as several on campus are outdated and resolution is poor. Recommendation is to purchase Elmo brand document cameras. Additional headphones with mics to continue replacing nonfunctioning headphones in the computer lab.

2. Describe your campus vision for instructional technology to improve student academic achievement.
   Miller's Point vision is to provide teachers, administrators, and support staff with ongoing, sustained, high quality professional development to further the effective use of technology in the classroom and during after school tutoring. In return, this will illustrate an increased use of blended learning opportunities such as Canvas and web-based software e.g., SeeSaw, Lalilo, Vooks, Kahoot, etc. Hence, instructional technology would become the bridge of inquiry through its continuous daily use.

3. What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?
   The technology proficiency is adequate for current level of computer usage. Computers are mainly used to fulfill reading and science programs, Imagine Learning and STEMScopes. The campus supports the current level of technology usage by teachers and support staff by embedding components into professional development. Extensive online web-based software professional development is recently being provided due to school closure to students and teachers via campus webpage, Canvas, DOJO, ZOOM, and Region 20 digital learning webinars.

4. List technology professional development available to staff members. How is implementation monitored?
   a. Imagine Learning Literacy & Language
   b. Imagine Learning Reading
   c. Imagine Learning Math and Math Facts
   d. STEMScopes
   e. Eduphoria
   f. Lead4ward resources and data analysis generator
   g. Google drive
   h. Mobi View (handheld interactive whiteboard)
   i. STEAM Lab & available technology e.g., Ozobots (coding), Drones (electrical circuits and sensors), MindStorm robots (math inquiry) and 3D printers (encompasses all STEAM components)
   j. LoneStarLearning (Web-based math spiral review software)
   k. Region 20 Digital Learning Webinars

*Implementation is monitored by administration (Principal, Asst. Principal & Academic Coach) through classroom visits, observations, co-teach, modeling, grade level team meeting discussions and data collected by certain software e.g,, log-in times, locations, and progress data.

5. What impact has technology professional development had on student and staff performance? Imagine Learning programs have been a great source of student differentiation. This has led to the program providing increased student progress especially in primary grade levels due to talk to speech function used by the Literacy & Language program. STEMScopes in Science assists students in making a connection between textbook and digital resources. Lead4ward resources reignite learning centers and group collaboration/feedback during formative assessments. LoneStarLearning has become a vital component in daily spiral review, which has shown good results during weekly progress monitors (quiz).

6. In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance? Second through Fifth grades utilize each student's own Chromebooks which affords students weekly access to the Imagine Learning Suite and additional tutoring web-based programs e.g, Prodigy, Lalilo, and Reflex Math. These programs have allowed students to master particular aspects of the curriculum as seen on the following data; weekly progress measures during RtI, district unit exams, and district mock STAAR exams. Below is a breakdown of usage per software/hardware:
    1. ELAR (Chromebook-once a week per subject area)
        a. Imagine Learning Literacy & Language (Weekly)
        b. Imagine Learning Reading (Weekly)
    2. Math
        a. Imagine Learning Math (Chromebook-once a week)
        b. Imagine Learning Math Facts (Chromebook-once a week)
        c. LoneStarLearning (Teacher daily spiral review-projected on screen)
        d. Reflex Math (During RTI and/or tutoring sessions)
        e. Mobi View (handheld interactive whiteboard-2nd thru 4th)
    3. Science
        a. STEMScopes (Chromebook-once a week)
            i. Virtual labs
            ii. Inquiry based learning
        b. Kahoot (web-based trivia game for exam review)

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
    The following district level departments provide instructional technology support through professional developments (PD) and campus 1:1 teacher training sessions (CTTS) via the following options;
    1. ELAR Dept.
        a. PD-After school during faculty meeting dates (Usage and access to multiple resources on the

intranet)
   b. CTTS-During teacher's or team's personal prep.
   c. PD-Sessions at ERC computer lab, which focus on Imagine Learning Lang. & Literacy and Reading (Usage and data collection tools)
   d. Creation and accessibility of unit assessments via Eduphoria for summative exam purposes
2. Math Dept.
   a. PD-Sessions at ERC computer lab, which focus on Imagine Learning Math and Math Facts (Usage and data collection tools)
   b. Creation and accessibility of unit assessments via Eduphoria for summative exam purposes
3. Science Dept.
   a. CTTS-During teacher's or team's personal prep.
   b. PD-After school at designated campuses for STEMScopes and Intranet resources
   c. Creation and accessibility of unit assessments via Eduphoria for summative exam purposes