

# Jasper Independent School District

## Few Primary School

### 2020-2021 Campus Improvement Plan



# **Mission Statement**

**As equal partners in the education of all children; faculty, parents and community will dedicate their efforts and resources to prepare students through programs of quality, equity, and challenge to become successful learners.**

## **Vision**

**Our vision is for faculty, parents, students and community to be responsible for creating a safe and positive climate of high expectations for learning.**

## **Value Statement**

**Building an Educational Foundation  
of Excellence!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jean C. Few Primary is the only EE - 3rd grade campus in Jasper ISD.

The student population is approximately 39.39% African American, 36.9% White, 16.56 % Hispanic and 6.39% Two or More Races.

Few Primary finished the 17-18 school year with 924 students.

End of 17-18 grade level totals are as follows:

Grade Level	Total	Percent
EE	4	.43%
PK	136	14.72%
K	218	23.59%
01	186	20.13%
02	201	21.75%
03	179	19.37%
Campus Total	924	100%

- End of 2016-17 Year OnData Suite report had 473 Male (51.19%) and 451 Female (48.81%) students
- African American 40.4% (345 students)
- Hispanic 18.9% (161 students)
- White 35.7% (305 students)
- Asian .2 % (2 students)
- Two or More Races 3.7% (32 Students)
- Economically Disadvantaged 85%
- Limited English Proficient (LEP) 12.8% (109 students)
- At Risk 45.7% (390 students)

According to the OnData Suite, Jean C. Few Primary had a 94.5 attendance rate for students for 2017-18. The 2016-17 attendance rate for Few Primary was reported at 95.3%.

In the TAPR 2016-2017 Campus Profile Staffing was reported as follows:

- Teacher Total 66.1
- Average Experience 15.6 years
- New to the profession 8.3%
- Professional Support staff 5
- Campus Administration 4
- Educational Aides 23.2
- Auxiliary Staff 14

### **Demographics Strengths**

Jean C Few continues to increase the diversity of its student population with increases in our Limited English Proficiency students and a growth in students identifying as two or more races. LEP and Bilingual students are performing at or above all other ethnic groups on State STAAR test.

Strengths from most recent TAPR Report:

1. Teacher average years of experience for campus is 15.6 years in most recent TAPR report while the state average is only 10.9.
2. Both the number of Bachelors and Masters degrees at Few are above the state average.
3. There is a high percentage of Educational aides on our campus compared to the state average. Few has 26% of its staff are Aides while the average is 9.6%
4. The balance of male and female students is very good.
5. The ethnic population of the campus is diverse with African Americans at 41.3%, Hispanics at 18.7% and Whites at 34.3%.

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

**Problem Statement 1:** Teacher turnover means that 26.5 % of teachers are in their first or second year of teaching. **Root Cause:** Area serves as a stepping stone for larger cities that offer greater salary and opportunities.

**Problem Statement 2:** The campus economically disadvantaged percentage has increased while staff reflects a more middle class mindset. **Root Cause:** Even with training to address students living in poverty, teachers remain tied to middle class management of students.

**Problem Statement 3:** The growth in economically disadvantaged students is paralleled by a loss in more economically affluent students. **Root Cause:** Loss of timber and related services/businesses has reduced the number of middle and high paying jobs.

**Problem Statement 4:** The campus is not able to find qualified candidates to fill Bilingual positions. **Root Cause:** Due to location of the district and the shortage of bilingual teachers in the area, even with pay incentives, there are few applicants.

**Problem Statement 5:** Beginning of the year testing indicates that a majority of Kindergarten students begin their educational experience below the national average in both reading and math. **Root Cause:** High percentage of Economically Disadvantaged students lack educational opportunities to experience being read to or having books readily available.

# Student Learning

## Student Learning Summary

Jean C. Few received an accountability rating of Met Standard for 2017. The Few campus showed gains in every index from the previous year. Few increased from one Distinction in 2016 to two in 2017.

	<b>Index 1: Student Achievement</b>	<b>Index 2: Student Progress</b>	<b>Index 3: Closing Performance Gaps</b>	<b>Index 4: Postsecondary Readiness</b>
Standard	60	32	28	12
J. C. Few	69	68	43	28
Difference	+9	+36	+15	+16

Index 1:

Few Primary scored 9 above the target score for the index. Few also increased its score from the previous year from 62 to 69

Index 2:

The index 2 target was 32 for Few Primary. Few scored a 68 in this index. Last year Few had a 57. That was an improvement of 11 points.

Index 3:

The target score for Few was a 28. Few scored a 43 in this area. Last year Few was at a 37. This represents an improvement of 6 points.

Index 4:

the target score in this index for Few was a 12. Few scored a 28 in this index

Few received 2 distinctions out of 5 possible distinctions. One was in Top 25 percent Student Progress and the other was in Academic Achievement in Mathematics.

Preliminary Results from the 2018 STAAR Test reveal continued improvement as follows.

## 2018 Scores -

### STAAR Summary Reports

#### Few Primary

Student Group	3rd Gr 2018 Math	Region Math 2018	State Math Scores	3rd Gr 2018 Reading	Region Reading 2018	State Reading
All Students	76%	71%	77%	74%	72%	76%
Hispanic	96%	73%	75%	86%	73%	72%
African Am	62%	50%	64%	64%	53%	64%
White	78%	79%	85%	76%	82%	86%
ECD	72%	65%	71%	71%	67%	69%
Special Ed	46%	42%	44%	77%	43%	43%
At-Risk	71%	63%	67%	67%	64%	63%

#### Student Learning Strengths

Overall STAAR scores on both tested subjects were up from the previous year.

Both STAAR Math and Reading scores moved above the region average.

African American students made significant growth on both Math and Reading on STAAR compared to the previous year.

In 9 out of 14 tracked categories, Few scores at the "Approach Grade Level" beat both the State and Regional averages.

In an additional 3 out of the 14 tracked categories, Few scores beat the Region 5 average.

Growth in both Math and Reading in 2nd and 3rd grade as measured by average RIT growth from BOY to EOY was above national average.

#### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 24% of 3rd grade students did not meet approaching grade level standard on STAAR Reading **Root Cause:** Adequate early interventions are not growing students at rates to catch them up from beginning school significantly behind.

**Problem Statement 2:** African American Students remain the lowest sub population and below the "All Student" average in both reading and math. **Root Cause:** Adequate early



interventions are not growing students at rates to catch them up from beginning school significantly behind.

**Problem Statement 3:** Special Education students continue to perform below most other sub groups but have moved above the state average..

**Problem Statement 4:** Economically disadvantaged students as a group, scored well below the "All student" group **Root Cause:** Adequate interventions are not keeping the gap from growing during the first 3 years of students educational life.

# School Processes & Programs

## School Processes & Programs Summary

Kindergarten through 3rd grade teachers have access to the TEKS Resource System as a user friendly management of scope and sequence.

The campus uses a CORE academic team and Grade level meetings to support common lesson topics and assessments.

Grade Level meetings support both new and veteran teachers to lighten the load of preparation and insure a guaranteed viable curriculum for all students.

Each grade level has an administrator that works with the grade level to insure support for grade-level teachers.

Campus Administrators participated in district book studies in 17-18 to improve leadership skills and are participating in Relay GSE during the 18-19 school year.

## School Processes & Programs Strengths

Strong veteran grade level coordinators that help create a team that works together on instruction and field trips for the grade level.

Subject Core team from campus that work with district Curriculum Department and help manage data from the campus.

Weekly grade level team meetings to plan lessons and review assessments and use data to drive instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** New and struggling teachers are not receiving adequate coaching from administrators. **Root Cause:** Administrator time spent on urgent task rather than strengthening teachers for the long term.

**Problem Statement 2:** New programs are introduced each year with a lag time between initiation introduction and full program fidelity. **Root Cause:** Major changes in curriculum philosophy and implementation of a cohesive program take time.

# Perceptions

## Perceptions Summary

### Family and Community Engagement

Few Primary has overall good parent involvement as a primary school where parents are most involved with their child's education. Parent contacts begin with our Prekindergarten and Kindergarten "Round-up" and continue with the district annual Open Houses. Help is also given before school begins with registering their children online, JISD Spotlight Night, an annual STAAR Nights, Title I meetings, and a campus PRIDE organization as well as a Watch D.O.G.S. volunteer program. The campus has good participation on its social media pages. Grade levels all send out weekly newsletters and the administration utilizes Blackboard Communication and Skyward message center. Parents and community members are also included on the Campus Improvement Team. Local restaurants partner with our school to help reward our students for good citizenship, making the Honor Roll and attendance. Attendance at almost all events including parent conference day is good with more than 50% of parents in attendance.

The campus participates in Red Ribbon week, Fire Safety week and Bus Safety week. Social interaction classes are included in rotation times for younger students through the At-Risk Counselor. Bullying education is included for all students.

A majority of office referrals relate to young students learning to follow classroom rules and become familiar with school rules and procedures. Discipline management is encouraged in the classroom that gives opportunity for the student to correct minor behaviors before being sent to the office. Parent contact is expected by each teacher for minor incidents before the student is referred to the office.

### Perceptions Strengths

Parent involvement at the Primary campus high. Parents as a whole keep up with their child's progress in school and participate in communication with teacher through apps like Remind 101 and Class Dojo.

The parent organization holds regular meetings and supports both the teachers and the students.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Few needs more volunteers to help give more students time to either be read to or to read to the volunteer. **Root Cause:** Continuous efforts have not been made to recruit and set up volunteers.

# Priority Problem Statements

**Problem Statement 1:** 24% of 3rd grade students did not meet approaching grade level standard on STAAR Reading

**Root Cause 1:** Adequate early interventions are not growing students at rates to catch them up from beginning school significantly behind.

**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
- Accountability Distinction Designations

## **Student Data: Assessments**

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

## **Employee Data**

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals







**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

**Performance Objective 1:** The percentage of 3rd grade students who meet or master grade level in reading will increase from 74% to 76% by June 2021

**Targeted or ESF High Priority**

**Evaluation Data Sources:** State STAAR results  
D-MAC, State Testing, NWEA MAP testing ,Achieve 3000, and FA Data Analysis, PLC Meetings

**Summative Evaluation:** No progress made toward meeting Objective

<p><b>Strategy 1:</b> All teachers will participant in Guided Reading professional development.  <b>Strategy's Expected Result/Impact:</b> All teachers will have a thorough understanding of Guided Reading and the importance of every component.  <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principals District Curriculum director,  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Professional Development - Title I - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Teachers will participate in data analysis by charting growth during PLC time.  <b>Strategy's Expected Result/Impact:</b> Through the use of data analysis teachers will make instructional adjustments and data driven decisions to improve student growth.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District Curriculum Director  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Problem Statements:</b> Student Learning 1  <b>Funding Sources:</b> Data Wall Equipment - Title I - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

## Student Learning

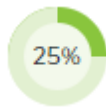




**Problem Statement 1:** 24% of 3rd grade students did not meet approaching grade level standard on STAAR Reading **Root Cause:** Adequate early interventions are not growing students at rates to catch them up from beginning school significantly behind.

**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

**Performance Objective 2:** Increase Reading STAAR results, "Meets Grade Level" from 45% to 50% of all 3rd grade students.

**Evaluation Data Sources:** 2021 STAAR Reading scores

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Reading Lab will service both Tier 2 and Tier 3 students to improve student results in both areas. Students will be tiered through data analysis during PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who come into the year below grade level will receive extra time and attention to show more than a year's growth to reach "meets grade level".</p> <p><b>Staff Responsible for Monitoring:</b> Lab teachers, Principal, Assistant Principal, District Curriculum Director</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Data Wall Equipment - Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 1:** Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

**Performance Objective 3:** Increase Math STAAR results, "Meets Grade Level" from 49% to 54% of all 3rd grade students.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** 2021 STAAR Reading scores

**Summative Evaluation:** Some progress made toward meeting Objective

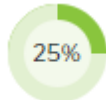




<p><b>Strategy 1:</b> Math Lab will service both Tier 2 and Tier 3 students to improve student results in both areas. Students will be tiered through data analysis during PLC time.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who come into the year below grade level will receive extra time and attention to show more than a year's growth to reach "meets grade level".</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Director of Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Data Wall Materials - Title I - \$8,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Jasper ISD will meet or exceed the state attendance rate at all grade levels and will meet the state expectation of a minimum dropout rate of 5% or less in grades 7-12.

**Performance Objective 1:** Few Primary will target students with prior year absences of greater than 9 to create a plan for reducing their absences by 1/3.

**Evaluation Data Sources:** Prior year attendance records and current year attendance records.

**Summative Evaluation:** Some progress made toward meeting Objective






<p><b>Strategy 1:</b> Administrators will identify and contact students and parents of students who had more than 9 absences during the 2019-2020 school year to develop a plan to improve their attendance by at least one third.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater overall attendance by those that had most absences in previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PEIMS clerk. At Risk Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Incentives for attendance - State Compensatory Education - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

**Performance Objective 1:** Few will implement programs to ensure student safety and provide an environment conducive to learning, including conducting regular drills to prepare students and staff in the event of a campus emergency.

**Evaluation Data Sources:** Drill completion forms

**Summative Evaluation:** Some progress made toward meeting Objective







<p><b>Strategy 1:</b> Administration will plan practice for all required drills, will data related to the accuracy of the drill, speed and corrections needed. Drills procedures will be corrected and reset as needed to ensure accuracy and efficiency as outlined by the TEC and Texas School Safety Center.</p> <p><b>Strategy's Expected Result/Impact:</b> By training all staff and students with potential scenarios, students and staff will be prepared for situations impacting student safety, thus reducing the negative impact on our population.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal and teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

**Performance Objective 2:** Few Primary will initiate a character education program with a target of reducing repeated assignment of students to In-school Suspension with At Risk counselor meeting with groups of students from each grade.

**Evaluation Data Sources:** Skyward and PEIMS data. Schedule of meeting groups and times.

**Summative Evaluation:** Some progress made toward meeting Objective







<p><b>Strategy 1:</b> Few has adopted Capturing Kids Hearts for the 2020-2021 school year. Staff has had two days of training on building relationships with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline referrals will be reduced for the 2020-21 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, At Risk Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Capturing Kids Hearts - Title I - \$15,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Creation of Level of Offenses by teachers to be used in classroom management system. Few will utilize CIS (Community In Schools) to better serve the social and emotional needs of students and their families</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease of referrals through preemptive measures</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Jasper ISD will increase parent, community, and business involvement in the educational process of children.

**Performance Objective 1:** Few Primary will increase its contacts with parents and community through multiple means of communication.

**Evaluation Data Sources:** Skyward message center report, School Messenger reports, Facebook "reached" monitoring and event sign-in documents.

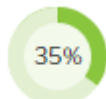





**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Few Primary will communicate important information about academics and school activities by using School Messenger, Skyward, Message Center, the JISD website as well as the Few tab under schools, progress reports, report cards, grade level weekly news letters, Facebook, Remind101.com, Class Dojo and local media.</p> <p><b>Strategy's Expected Result/Impact:</b> By increasing methods and platforms for communicating, parents will be informed of key information related to school functions and have increased opportunities to participate in activities at Few Primary.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison, and Principal, Assistant Principal, Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p><b>Strategy 2:</b> Few Primary will have grade level programs for each grade on campus, will have school-wide events such as Open House and Parent Conference Day and participate in district wide events like Parent Spotlight night.</p> <p><b>Strategy's Expected Result/Impact:</b> By hosting Conference Day, Open House and other events, Few Staff will open lines of communication with parents and utilize that time to help parents understand their child's academic and behavior strengths and needs, review the intervention plan for the student, and provide opportunities for parents to partner with the teachers to ensure their child's success.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison, Music Teacher, Grade Level Coordinators.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 5:** Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.

**Performance Objective 1:** Few Primary will work to foster a better school culture by introducing activities and events that recognize teachers/staff and build them up.

**Evaluation Data Sources:** Few Primary Weekly Check In

<p><b>Strategy 1:</b> Monthly staff appreciation treat, Shout Outs in the weekly newsletter, celebrate special days</p> <p><b>Strategy's Expected Result/Impact:</b> By recognizing teachers and staff for their work and achievements, campus morale will be positively impacted.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<p><b>Strategy 2:</b> Staff will nominate teachers and staff for the Bulldog of the Month award as well as the regional Teacher of the Year award. The winners will be announced, as they are awarded.</p> <p><b>Strategy's Expected Result/Impact:</b> By recognizing teachers and staff for their work and achievements, campus morale and the reputation of the school will be improved.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will participant in Guided Reading professional development.
1	1	2	Teachers will participate in data analysis by charting growth during PLC time.
1	2	1	Reading Lab will service both Tier 2 and Tier 3 students to improve student results in both areas. Students will be tiered through data analysis during PLC time.
1	3	1	Math Lab will service both Tier 2 and Tier 3 students to improve student results in both areas. Students will be tiered through data analysis during PLC time.
3	2	1	Few has adopted Capturing Kids Hearts for the 2020-2021 school year. Staff has had two days of training on building relationships with students.

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All teachers will participant in Guided Reading professional development.
1	1	2	Teachers will participate in data analysis by charting growth during PLC time.
1	3	1	Math Lab will service both Tier 2 and Tier 3 students to improve student results in both areas. Students will be tiered through data analysis during PLC time.
2	1	1	Administrators will identify and contact students and parents of students who had more than 9 absences during the 2019-2020 school year to develop a plan to improve their attendance by at least one third.
3	2	1	Few has adopted Capturing Kids Hearts for the 2020-2021 school year. Staff has had two days of training on building relationships with students.



# **Title I Schoolwide Elements**

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

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

Few Primary School has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. This year, administrators and teachers collected data and in collaboration with teacher leaders and others. Factual problem statements were written and then root causes were identified and reported to the site-based planning team. The team was given time to reflect on the data and ask clarifying questions. When the team felt that all appropriate data had been disaggregated and analyzed, this step of the comprehensive needs assessment was finalized and written into the plan.

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

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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Grigsby	Reading Lab Teacher	Title I	1
Brenda Williams	PK Teacher	Title I	.5
Candace Ward	3rd Inst. Aide	Title I	1
Carolyn Hatch	Computer Lab Teacher	Title I	1
Cassandra Lane	3rd Inst. Aide	Title I	1
Celicia McCarter	Title Reading Teacher	Title I	1
Jessica Adams	2nd Inst. Aide	Title I	1
Jessica Letney	PK Aide	Title I	1
Katie Neel	PK Teacher	Title I	.5
Lanette Foster	At Risk Counselor	Title I	1
Lisa Cortelyou	PK Teacher	Title I	.5
Lisa Guthrie	Title I Math Teacher	Title I	1
Naomi Rutledge	Math Lab Teacher	Title I	1
Ronna Westbrook	1st Inst. Aide	Title I	1
Tammy Gerard	PK Teacher	Title I	.5
Tammy Howard	Kinder Aide	Title I	1

# Campus Funding Summary

State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Incentives for attendance		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development		\$2,000.00
1	1	2	Data Wall Equipment		\$2,000.00
1	2	1	Data Wall Equipment		\$2,000.00
1	3	1	Data Wall Materials		\$8,000.00
3	2	1	Capturing Kids Hearts		\$15,000.00
<b>Sub-Total</b>					\$29,000.00
<b>Grand Total</b>					\$30,000.00

# Addendums