

Irving Independent School District
Brown Elementary School
2023-2024 Campus Improvement Plan



Otis Brown Elementary School
IRVING, TEXAS

Mission Statement

The mission of Otis Brown Elementary School is to foster holistic student development and academic success for all students every day through caring teachers meeting student needs.

Vision

To provide opportunities to build hope, engagement, and academic readiness in all students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Otis Brown Elementary is a PreK-5 Texas Public School in Irving, TX that currently serves 700 students. Brown is a neighborhood school with a tradition of families attending the campus for multiple generations. Our school opened doors to the community in 1955, and has served students in Irving for 68 years.

Other than our PreK 4 classes, which has qualifications that need to be met, the campus is open enrollment for students that meet the age requirements.

Otis Brown Elementary has dedicated group of 82 staff members who believe in growing students holistically, that is academically, emotionally and socially. Each staff member, no matter their role, knows how they impact student growth and development.

As a nurturing staff, we believe in reaching the hearts of our students first so that they are ready and eager to be engaged in learning. We are a Capturing Kids Hearts campus. All students start each school day with a "Family Meeting" where social emotional learning is reinforced. In addition, while engaged in content areas throughout the day, students are encouraged to participate leadership roles. Students get to explore their strengths has a nurturing and caring manner, and is dedicated to our instructional priorities.

Demographics Strengths

Otis Brown Elementary has a diverse student body, Hispanic-Latino 83.43%, American Indian - Alaskan Native/Asian 2.28%, White 7.43%, Black - African American 5.71%, Two-or-More Races 1.14%

According to the Texas Academic Performance Report (TAPR), Otis Brown has a student mobility rate of 12.3%. This is a lower rate than both the district at 12.7%, and the state at 13.6%. This pattern can also be seen in the mobility rate of our special populations, including Special Education (11.8%, 13.6%, 15.7%), Emergent Bilingual (10.6%, 12.2%, 12.1%), and Economically Disadvantaged (12.8%, 13.4%, 15%).

For attendance Otis Brown has consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). Brown has established an Attendance Committee that meets multiple times throughout the year to plan for ways to improve attendance school wide. The top three grade-levels are shared on announcements each week, all grade-level percentages are posted in the cafeteria, and the Attendance Challenge was implemented, which allows classes to earn a pizza party when they have a certain number of days with perfect attendance. Absences and Tardies are discussed during MTSS meetings, where plans are put in place to contact parents, create individual incentive plans, and schedule home visits if needed. However, our rates of Attendance over the past three years have shown a slight decrease from 96.9% to 96.6%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Otis Brown Elementary' s rates of Attendance over the past three years have dropped slightly from 98% to 96.6%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%). **Root Cause:** Students' attendance has negatively impacted academic achievement.

Problem Statement 2 (Prioritized): Our English Learners population only had 64% pass rate on all STAAR exams in 2023. **Root Cause:** We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

Problem Statement 3 (Prioritized): Our Special Education population only had a 23% pass rate on all STAAR exams in 2023. **Root Cause:** We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

Problem Statement 4: The percentage of office referrals for African American students was significantly and proportionally higher for AA students than all other sub pops. **Root Cause:** New teachers may need extra help in building relationships with students who have suffered higher amounts of trauma and instability than the teacher has or than the average student has.

Student Learning

Student Learning Summary

Otis Brown Elem. has shown exponential STAAR growth since the 2021-2022 to the 2022-2023 school year. Across the board in Approaches, Meets and Masters our students showed growth. Our school met all targets related to Student Growth and ELP status. Due to this we were able to meet a B rating for the 2022-2023 school year. See data comparison below:

2020-21 Student Achievement STAAR Performance: Approaches: 38%, Meets: 11%, Masters: 4%

ELA: 44%, **Mathematics:** 35%, **Science:** 27%

School Progress: Economically Disadvantaged: 87.7%, STAAR Performance: 38% **Closing the Gaps:** Closing the Gaps Score: 20 this is due to Academic Achievement and Student Success

2021-22 Student Achievement STAAR Performance:

Approaches: 65% (26+ growth), **Meets:** 37% (26+growth), **Masters:** 18% (11+ growth), **ELA:** 70% (26+ growth) , **Mathematics:** 62% (27+ growth), **Science:** 63% (36+ growth)

School Progress: Economically Disadvantaged: 89.2% (1.5% increase), STAAR Performance: 65% (27+ growth) **Closing the Gaps:** Closing the Gaps Score: 75 Obtained points due to Academic Achievement, Growth Status, and ELP

Student Learning Strengths

- Brown Elementary has shown tremendous progress compared to the pre-pandemic and pandemic STAAR scores. Due to our academic growth we were able to meet a B rating (previously F rating) for the 2022-2023 school year.
- Our percentages of Meets went from 34% in 2018-19 to 37% in 2022-23. Our Masters percentages increased as well from 13% to 16%. In Reading we have surpassed our pre-pandemic scores overall from 66% pass to 70% pass.
- Students make consistent progress due to interventions and strategic planning from teachers to target interventions and goals.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students scored lower overall in MATH than in READING on the STAAR assessment. **Root Cause:** Students scored lower overall in Math due to a decrease on hands on instruction and an increase in technology-based teaching.

Problem Statement 2 (Prioritized): Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY. **Root Cause:** Teachers lack training to understand how to implement Structured Literacy in their classrooms.

School Processes & Programs

School Processes & Programs Summary

At Otis Brown we focus on the growth of our students and teachers through both of our programs and processes. We focus on teaching and learning by supporting individual coaching, Professional Learning Communities, and putting instructional best practices in place (School Instructional Non-Negotiables). We create and provide targeted training in the area of data driven instruction, guided reading, and guided math groups. Feedback and support is provided as a result of the ongoing analysis to increase student achievement.

Our campus now targets developing talent from within. We have developed a framework that outlines responsibilities so that everyone knows their role and is able to fulfill it. These roles and responsibilities are shared with the entire staff for clarity and transparency. Other programs and processes in place at our campus include, but are not limited to: recruiting practices (new teacher mentors and monthly support meetings), student programs, STEAM, SEL, classroom management, and a focus on school conditions/planning.

School Processes & Programs Strengths

At Otis Brown Elementary the growth and development of our educators is our cornerstone.

- We foster and coach our educators on campus non-negotiables (Alignment, DOL, exit ticket, Aggressive Monitoring, DDI).
- Calendars are designed to practice, implement, and observe best practices in action. Educators participate every week in PLC teams focused on identifying essential standards, common assessments, data driven instruction, and small group instruction designed to grow each student and allowing teachers and staff to work collaboratively to meet various needs of students and increase student achievement.
- We are committed to developing instructional leaders. We expose teachers to different programs based on their goals and professional plans. This includes one on one mentoring, increasing teacher participation in developing professional development, and leadership opportunities across the campus. Teachers serve as grade level chairs, campus ambassadors, and mentors to other staff members.
- We focus on school conditions and scheduling across the campus. Our campus leadership team works closely with team leads to create a master schedule that accounts for all required content minutes. Tier 1 instruction time (60 minutes per content area) is a protected time where students cannot be pulled for additional services. We also prioritize teacher planning time. Teachers receive 50 minutes per day for planning with 45 minutes per week being dedicated to PLC. Teachers are also given an Extended Planning once every two weeks to give them an additional 60 minutes to focus on planning for intervention. Brown Elementary also supports student learning by providing before/after school tutoring in grades K-5. Teachers are compensated for tutoring before/after school if they choose to.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student foundational skills are lacking or not present and limits student learning and growth across math standards. **Root Cause:** Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Problem Statement 2 (Prioritized): Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math. **Root Cause:** Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Perceptions

Perceptions Summary

At Brown Elementary, our mission is to support our community and create a holistic learning environment that supports Social Emotional Development and Academic Success and Excellence for all students. We support this mission by continuously reflecting on our practices and looking for opportunities for growth. Our goal is to engage all stakeholders including students, families, staff, and community members to ensure we provide the best possible learning experience for our students to set them up for future success.

Perceptions Strengths

We work to foster student social emotional well-being through school-wide implementation of Capturing Kids Hearts (CKH). In addition, we believe in building strong relationships with our families and community. We achieve this through our Parent Center, which hosts parent events, volunteer opportunities, and parenting programs. Moreover, we partner with community members to offer parent programs in different areas such as health, financial literacy, and safety.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are not always aware of school events and opportunities for students and families. **Root Cause:** We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

Problem Statement 2 (Prioritized): There is a disproportionate number of African American student suspensions and placement in SRC. **Root Cause:** Lack of knowledge or training on how to work with a diverse low-socioeconomic population and how to address minor behaviors before they escalate.

Priority Problem Statements

Problem Statement 1: Results of mClass assessments for grades K-2 showed that campus-wide only 25% of BOY Tier 3 students moved out of Tier 3 at EOY.

Root Cause 1: Teachers lack training to understand how to implement Structured Literacy in their classrooms.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our English Learners population only had 64% pass rate on all STAAR exams in 2023.

Root Cause 2: We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students scored lower overall in MATH than in READING on the STAAR assessment.

Root Cause 3: Students scored lower overall in Math due to a decrease on hands on instruction and an increase in technology-based teaching.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student foundational skills are lacking or not present and limits student learning and growth across math standards.

Root Cause 4: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Otis Brown Elementary's rates of Attendance over the past three years have dropped slightly from 98% to 96.6%, but have consistently been higher than both the district (95.8% - 96.1%) and the state (95.4% - 95.0%).

Root Cause 5: Students' attendance has negatively impacted academic achievement.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our Special Education population only had a 23% pass rate on all STAAR exams in 2023.

Root Cause 6: We had a significant decrease in attendance, and teachers did not meet with students often to work on individualized student goals.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Students' foundation skills in the area of comprehension and numeracy are lacking and impacting student growth in Math.

Root Cause 7: Students are missing foundational reading skills. Also, a lack of differentiated word study in the classrooms, gap filling and , a lack of consistent aligned curriculum and programming across grade levels that focuses on phonological and phonemic awareness.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Parents are not always aware of school events and opportunities for students and families.

Root Cause 8: We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a disproportionate number of African American student suspensions and placement in SRC.

Root Cause 9: Lack of knowledge or training on how to work with a diverse low-socioeconomic population and how to address minor behaviors before they escalate.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 1: Increase the percentage of PK students who are Proficient in all five (English and Spanish combined) Circle indicators by at least 10% by May 2024. Indicators: Rapid Letter, Rapid Vocabulary, Math, Social Emotional, Early Writing Skills.

High Priority

HB3 Goal

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small group instruction with students daily using a pre emergent/emergent reading model.</p> <p>Strategy's Expected Result/Impact: Students will increase their English/Spanish proficiency by practicing their reading skills daily in Pre-K Guided Reading groups.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across math standards. Root Cause: Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.</p>

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: Increase the percentage of students that will score at or above grade level in CORE and EOY MCLASS by 10%.

Kinder -1st from 53% to 63% by May 2024.


2nd from 57% to 67% by May 2024.


High Priority


HB3 Goal

Evaluation Data Sources: MClass data

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize MClass monitoring to ensure student academic growth and modify lessons as needed. Strategy's Expected Result/Impact: Reading proficiency will increase due to targeted interventions and lessons. Staff Responsible for Monitoring: Teachers, Paraprofessionals.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will follow the district's standard aligned Curriculum for Tier 1 instruction. Strategy's Expected Result/Impact: Students will increase their Reading Proficiency Staff Responsible for Monitoring: Administration Team, Academic Specialist, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Student foundational skills are lacking or not present and limits student learning and growth across math standards. **Root Cause:** Students were missing foundational math skills due to low attendance. Also, a lack of vertical alignment and understanding of math TEKS across grade levels affected teachers' abilities to scaffold to students' needs.

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.





Performance Objective 3: Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Reading from 27% to 32%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: All Teachers will conduct guided reading lessons in small groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increase reading and fluency comprehension. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Deliver effective Reading instruction (Tier 1) by addressing all components of the reading block daily. Strategy's Expected Result/Impact: Increased reading levels and comprehension as seen in students' MAP scores. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July

Strategy 3 Details	Reviews			
<p>Strategy 3: New teachers will be provided a mentor and or coach and will attend New Teacher Monday professional development every month.</p> <p>Strategy's Expected Result/Impact: Ensure implementation of campus instructional non negotiable best practices.</p> <p>Staff Responsible for Monitoring: Administration Team, Academic Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Our English Learners population only had 64% pass rate on all STAAR exams in 2023. Root Cause: We had a significant decrease in attendance, and teachers did not meet with students often to work on closing the academic gaps.</p>
Student Learning
<p>Problem Statement 1: Students scored lower overall in MATH than in READING on the STAAR assessment. Root Cause: Students scored lower overall in Math due to a decrease on hands on instruction and an increase in technology-based teaching.</p>





Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: Increase the percentage of 3-5 student scoring at MEETS or above on STAAR Math from 23% to 28%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will conduct small Math-groups for at least 30 minutes every day. Strategy's Expected Result/Impact: Increased MAP and STAAR scores. Staff Responsible for Monitoring: Administration Team, Academic Specialist, Interventionists, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional team and Admin. team will track student growth MAP MATH performance for Emergent Bilingual Students and set goals accordingly. Strategy's Expected Result/Impact: 70% of students will meet their MAP Math expected growth goal by the end of the year. Staff Responsible for Monitoring: Admin. Team and Instructional Team.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: Students scored lower overall in MATH than in READING on the STAAR assessment. **Root Cause:** Students scored lower overall in Math due to a decrease on hands on instruction and an increase in technology-based teaching.





Goal 2: In Irving ISD, we will increase parent and community engagement in the city of Irving.

Performance Objective 1: The parent and Family Engagement Coordinator for the campus will increase parent involvement by 10%.

High Priority

HB3 Goal

Evaluation Data Sources: Volunteer hour logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent Engagement Coordinator will attend all family events to support parents and recruit new volunteers. Strategy's Expected Result/Impact: Increased the number of volunteer. Staff Responsible for Monitoring: Administration Team, Parent Liaison</p> <p>Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents are not always aware of school events and opportunities for students and families. Root Cause: We primarily send out communication electronically and not all parents have access to technology such as class dojo or school messenger due to not always updating their contact information.</p>

Goal 3: In Irving ISD, we will attract, develop, and maintain life changing educators committed to each student.

Performance Objective 1: A teacher committee will be selected that includes teachers in the grade level, leadership team members and administrators as a part of the interview process. Brown will increase teacher retention by 10%.

Evaluation Data Sources: Yearly teacher retention rate, Teacher culture/climate calendar and survey

Strategy 1 Details	Reviews			
Strategy 1: Leadership will attend district-wide recruiting events to promote and find the most dedicated teachers. Strategy's Expected Result/Impact: Hire highly qualified educators Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Feb	Apr	July
Strategy 2 Details	Reviews			
Strategy 2: Brown will create and maintain a culture and climate calendar to promote positive climate and promote positive culture/environment to retain staff. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Feb	Apr	July
Strategy 3 Details	Reviews			
Strategy 3: All new teachers will be assigned a mentor and will be coached by the Instructional or Administration Team. Strategy's Expected Result/Impact: Teachers will implement district and campus instructional non negotiables. Staff Responsible for Monitoring: Administration and Instructional team. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Nov	Feb	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I

1.1: Comprehensive Needs Assessment

The CNA was discussed with the CIC committee members.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Plan for 2023-24 CIP discussed with CIC members; committee was agreeable on plans and appreciated work put in to ensure student learning and success.

2.2: Regular monitoring and revision

Data was shared with CIC members, members provided suggestions and will bring additional ideas to our next meeting.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

MTSS plan has been developed and presented to staff. Student data has been reviewed and students are currently receiving services in small group based on their Tiers.

2.5: Increased learning time and well-rounded education

All student data has been reviewed and students are receiving services based on needs and Tiers.

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

Please see Title1Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent Engagement rubrics were collected and filed with Title 1 folders and was collected by State/Fed department.

4.2: Offer flexible number of parent involvement meetings

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alina Karam	Interventionist	Interventionist	1.0
Hilary Coon	Academic Specialist	Academic Specialist	1.0
Jessica Kuo	Interventionist	Interventionist	1.0
Maria Mancillas	Parent Liaison	Parent Liaison	1.0

Campus Funding Summary

211 - Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	2	2			\$0.00
1	3	1			\$0.00
1	4	1			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00