

Petersburg Independent School District

Petersburg Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of the Petersburg Independent School District, in partnership with parents and the community, is to provide all students a comprehensive education of the highest quality, that, when coupled with an emphasis on character development, will prepare them to lead successful and productive lives in an ever-changing world.

Vision

The Buffalo Way, Everyday

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	16
Goals	17
Goal 1: Petersburg Elementary will educate all students by providing a foundation of knowledge that will empower them to achieve their maximum potential using instructional techniques and programs that are developmentally appropriate and scientifically based.	17
Goal 2: Petersburg Elementary will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as: school safety, security, student health, attendance, discipline, and related issues.	24
Goal 3: Petersburg Elementary will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to consistently enhance whole child learning and participation.	28
Title I Personnel	31
Campus Funding Summary	32
Addendums	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Petersburg Independent School District (PISD) serves 291 students with backgrounds that include 30.2% White students, 67.7% Hispanic students, 1% African American students, and 1% of students being identified as two or more races. Enrollment has remained at approximately 290 students the past few\three years. The information below is based on data gathering as reported by the 2020- 2021 PEIMS Fall Collection Report and 2019-2020 Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	English Learners	Career & Technology	Gifted & Talented	At Risk	Economically Disadvantaged	Special Education
2019-2020	291	9.6%	29.6%	9.6%	41.9%	77.0%	14.4%
2018-2019	293	11.6%	30.0%	9.9%	43.7%	75.1%	13.0%
2017-2018	273	14.3%	30.4%	7.3%	47.6%	75.5%	13.6%
2016-2017	259	15.8%	26.6%	5.4%	54.1%	80.3%	11.6%
2015-2016	264	13.6%	21.2%	4.9%	56.1%	84.5%	8.7%

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2019-2020	30.2%	67.7%	1.0%	0.0%	0.0%	1.0%
2018-2019	27.0%	70.3%	1.0%	0.7%	0.0%	1.0%
2017-2018	25.6%	73.3%	1.1%	0.0%	0.0%	0.0%
2016-2017	21.2%	77.2%	1.2%	0.0%	0.0%	0.4%
2015-2016	18.9%	79.2%	1.1%	0.0%	0.0%	0.8%

Demographics Strengths

Petersburg Independent School District is one of the largest employers in Petersburg. The district currently employs approximately 60 people. The Petersburg community and business members provide exceptional support to the students enrolled in PISD. PISD offers programs on all campuses that include: dual credit courses,

daily academic enrichment, a wide variety of electives, and Texas certified teachers.

- Attendance Rate 96.0%
- Graduated (4-year Longitudinal Rate) 100.0%
- Annual Dropout Rate (9-12) 0.0%
- College, Career, and Military Ready Graduates: 100.0%
- College Ready Graduates: 89.5%
- CTE Coherent Sequence for Graduates: 84.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district faces challenges meeting the academic, social, and emotional needs of a growing special education population. **Root Cause:** Our special education population has grown by six percentage points in the past five years. Our special education students meet grade level expectations on state assessments at 38 percent, compared to 50 percent of the rest of the student population.

Problem Statement 2: The district faces challenges meeting the academic, social, and emotional needs of our English learners population. **Root Cause:** Our English learner population meet grade level expectations on state assessments at 31 percent, compared to 50 percent of the rest of the student population.

Student Learning

Student Learning Summary

According to the 2019 Submission of the STAAR Assessment, the students (Current 5th Graders) at Petersburg Elementary have performed well on the Math portion of the STAAR Assessment. The area of need continues to be RLA (Reading Language Arts), where the students performed below expectations. Our target scores in each of the areas is 90% Approaches, 60% Meets, 30% Masters. The two graphs below are a point of reference:

	May 2019 STAAR Mathematics, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Petersburg Schools	20	22	1463	68.05%	80%	45%	10%	05/01/19
Economic Disadvantage	15	20	1437	63.53%	73.33%	26.67%	13.33%	05/01/19
Hispanic	13	21	1435	64.31%	76.92%	30.77%	7.69%	05/01/19
Two or More Races	1	26	1535	81%	100%	100%	0%	05/01/19
White	6	24	1513	74%	83.33%	66.67%	16.67%	05/01/19
Special Ed Indicator	2	20	1415	63%	100%	0%	0%	05/01/19
	May 2019 STAAR Reading, Grade 3							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Petersburg Schools	20	20	1387	59.15%	55%	35%	20%	05/01/19
Economic Disadvantage	15	19	1370	56.53%	46.67%	33.33%	13.33%	05/01/19
Hispanic	13	19	1368	55.69%	46.15%	38.46%	23.08%	05/01/19
Two or More Races	1	21	1390	62%	100%	0%	0%	05/01/19
White	6	23	1426	66.17%	66.67%	33.33%	16.67%	05/01/19
Special Ed Indicator	2	21	1399	61.50%	50%	50%	0%	05/01/19

Below is the TPRI Information for the Kinder-2nd Grade. Student scores are calculated as Developed or Still Developing to being on grade level. The TPRI Test is usually given three times a year. Beginning of the Year (BOY), Middle of the Year (MOY) and End of Year (EOY). During the 19-20 School year the students only tested to MOY due to the Pandemic.

- 2019-2020 MOY Kinder TPRI - 19 Total Students - Overall 89.47% of the students were Developed, 10.53% were Still Developing.
- 2019-2020 MOY First Grade TPRI - 14 Students - Overall 50% were Developed, 50% were Still Developing.
- 2019-2020 MOY Second Grade TPRI - 22 Students - Overall 86.3% Developed, 13.64% Still Developing.

Areas of Concern:

- Amount and different types of Data are Limited at all levels.
- Due to the Pandemic the students have missed a tremendous amount of content from March of 2020 until June of 2020.
- Areas of low academic student growth. (Reading)
- Student subgroups need to be monitored to ensure classroom grades and testing scores are on track to demonstrate success for each student. Particularly students who are labeled as at-risk, LEP/ESL, 504, SPED or fall into demographic subgroup populations that have been shown to need additional targeted assistance to access of the curriculum.

Student Learning Strengths

2019 Accountability Rating as a District - "A"

Math continues to show strength at the 3rd-5th Grade.

Support personnel and teachers may be added to the staff in order to provide RTI and intervention for students and at risk students who require accelerated instruction during the school year.

Supplemental supplies will be obtained to support students' retention of TEKS and STAAR tested curriculum across disciplines and content areas school wide.

SUGGESTED BOARD GOALS

EARLY CHILDHOOD LITERACY BOARD OUTCOME GOAL

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 63% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
43%	48%	53%	58%	63%

EARLY CHILDHOOD MATH BOARD OUTCOME GOAL

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 48% to 73% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
53%	58%	63%	68%	73%

SUGGESTED PROGRESS MEASURES

Early Childhood Literacy Progress Measure 1

The percent of Pre-K students that score on grade level or above in Reading on the Circle Assessment will increase from 38% to 63% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
43%	48%	53%	58%	63%

Early Childhood Literacy Progress Measure 2

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA Assessment will increase from 38% to 63% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
43%	48%	53%	58%	63%

Early Childhood Literacy Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI and STAAR Reading Assessments will increase from 38% to 63% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
43%	48%	53%	58%	63%

Early Childhood Math Progress Measure 1

The percent of Pre-K students that score on grade level or above on the Circle Math Assessment will increase from 48% to 73% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
53%	58%	63%	68%	73%

Early Childhood Math Progress Measure 2

The percent of Kindergarten students that score on grade level or above on the selected Math Assessment will increase from 48% to 73% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
53%	58%	63%	68%	73%

Early Childhood Math Progress Measure 3

The percent of 1st through 3rd grade students that score on grade level or above on the selected Math Assessment and STAAR Math Assessment will increase from 48% to 73% by June 2024.

YEARLY TARGET GOALS

2020	2021	2022	2023	2024
53%	58%	63%	68%	73%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are below grade level are continuing to fall behind academically. **Root Cause:** A well organized and consistent RTI system is not in place.

Problem Statement 2: Students in K-3 continue to lag behind in the area of Phonemic Awareness and Phonics. **Root Cause:** Lack of an updated and high quality phonics program.

School Processes & Programs

School Processes & Programs Summary

Petersburg Elementary will utilize resource allocations and personnel expenses (Title I and SCE) and work with the Human Resources department to hire and maintain highly qualified staff and teachers.

All instructional professionals and paraprofessional staff are highly qualified and will attend professional development during PLCs (Professional Learning Communities) to navigate student (formative and summative) assessment data in order to build capacity in instruction, discipline, and leadership. The PLCs are formatted to provide elements of effective teaching strategies, develop instructional plans, build instructional capacity and apply new strategies to increase student learning.

Teachers set goals, conference with their administrator about their goals, and are evaluated 1 time per year according to the state teacher evaluation system, T-TESS. Administrators and teachers have pre and post-conferences as well as follow-up coaching to increase teachers' instructional capacity; thereby, affecting student achievement. Additionally, all teachers will have 2 walkthroughs in the Fall and 2 walkthroughs in the Spring based on the TTESS Dimensions.

Using STAAR, Benchmark Assessments, Unit Assessments, TPRI, and Pre-K Circle assessments at the beginning, middle, and end of year, student progress is tracked and needed interventions are put in place for economically disadvantaged, at-risk students needing accelerated instruction, Buffalo Time (RtI), and further academic interventions.

Extended School Year services will be provided to those students who qualify and demonstrate regressions.

Students, including at risk and economically disadvantaged students, requiring extensive intervention will be provided Tier III intervention in Buffalo Time in math and/or reading prescribed by a Student Support Team (SST).

The procedures for the Student Support Team will be clarified, communicated and systematically implemented in order to provide needed interventions to all students requiring Tier II and III interventions.

Petersburg Elementary staff will receive additional training in the elements of Positive Behavioral Intervention Supports (PBIS). Discipline management procedures including, PBIS, DAEP, the student code of conduct, protocols regarding safety, security, and all other PISD programs will be followed with fidelity.

Staff will be trained on Bullying Prevention – Identification, reporting, response to and education in order to decrease in office referrals for bullying behaviors.

Teachers will participate in RtI Training and training regarding students with disabilities.

Early Childhood Literacy training, Heggerty, and Foundations, will be implemented and training will be provided to K-3 ELAR Teachers.

The campus will complete a comprehensive needs assessment, perform an analysis of the data and prioritize campus needs prior to completion of the campus improvement plan for next year.

Staff and student education and awareness will be addressed for resolutions, interventions and preventions in the areas of: Suicide, conflict, violence, abuse and neglect, physical and verbal aggression, internet safety and cyber security, harassment training and education – sexual, dating violence, bullying, safe and drug free schools in order to maintain a conducive learning environment.

School Processes & Programs Strengths

All instructional professionals and paraprofessional staff are highly qualified and will attend professional development during PLCs (Professional Learning Communities) to navigate student (formative and summative) assessment data in order to build capacity in instruction, discipline, and leadership. The PLCs are formatted to provide elements of effective teaching strategies, develop instructional plans, build instructional capacity and apply new strategies to increase student learning.

Teachers set goals, conference with their administrator about their goals, and are evaluated 1 time per year according to the state teacher evaluation system, T-TESS. Administrators and teachers have pre and post-conferences as well as follow-up coaching to increase teachers' instructional capacity; thereby, affecting student achievement. Additionally, all teachers will have 2 walkthroughs in the Fall and 2 walkthroughs in the Spring based on the TTESS Dimensions.

Using STAAR, Benchmark Assessments, Unit Assessments, TPRI, and Pre-K Circle assessments at the beginning, middle, and end of year, student progress is tracked and needed interventions are put in place for economically disadvantaged, at-risk students needing accelerated instruction, Buffalo Time (Rtl), and further academic interventions.

Students requiring special program services will be enrolled and receive required services while maintaining the least restrictive environment to the maximum extent appropriate to their overall educational needs, for example: 504, Special Education and Dyslexia Services.

Students who enroll in English Learners (ELs) will be provided services designed to promote English proficiency and accommodations as approved by LPAC.

Technology applications and digital literacy will be integrated into teachers' instructional plans as appropriate and applicable to increase student learning.

Petersburg Elementary will hire highly qualified staff and provide training to ensure rigorous student instruction.

Petersburg Elementary is a unique workplace that emulates that of a work "family". Through professional as well as personal events, Petersburg Elementary Staff pull together to support one another.

All student levels of achievement are evaluated regularly and systemically in order to best provide intervention thereby accelerating them to the next level of success.

Students will participate in programs designed to promote college and career education opportunities, entrepreneurial education, with an emphasis on

graduating from high school and drop-out prevention.

Attendance rates for students will be monitored on a daily basis to ensure timely intervention and identification of potential problems.

Staff and students will improve knowledge on nutrition, wellness, physical activity, and fitness for a lifetime of health and wellness.

Students will be provided with the required physical activity participation amounts during PE Class as specified by TEA and in the coordinated health program objectives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students who are below grade level are continuing to fall behind academically. **Root Cause:** A well organized and consistent RTI system is not in place.

Problem Statement 2: Students in K-3 continue to lag behind in the area of Phonemic Awareness and Phonics. **Root Cause:** Lack of an updated and high quality phonics program.

Perceptions

Perceptions Summary

Petersburg Elementary is a welcoming school with an appreciated and respected diverse population. The staff works together along with parents (PrePandemic) to provide a rich learning environment. Students celebrate academic successes, community service projects, and birthdays together as a family.

Petersburg Elementary practices as well as documents procedures in order to ensure a safe and secure learning environment. (PrePandemic) Visitors are required to register at the office and check in before entering the campus.

Bullying and anti-violence programs are taught during guidance lessons by the school counselor.

Safety and weather drills are practiced monthly and teachers are provided immediate feedback.

Arrival and Dismissal procedures are structured to increase the safety and security of all students and staff. Children are welcomed each morning by staff at the entrance doors.

TITLE 1 Parental Involvement Survey for Petersburg ISD Campuses

(Title I Parental Involvement Survey was not administered due to the Covid 19 Pandemic) (Potential Questions for the 20-21 School Year Survey)

1. Our School has high standards for ALL students.
2. Our Teachers are doing an excellent job teaching students in ALL subject areas - Reading, Math, Science, Social Studies, PE and Fine Arts.
3. Our school's discipline policies are fair and effective.
4. My child feels safe at school.
5. Parent Involvement at my child's school is important and I feel welcome.

Petersburg Elementary will continue to provide a safe and welcoming environment for students, parents, and staff members. We will continue to create and maintain partnerships with parents and community members through meaningful activities and events.

Students accomplishments, special projects, and programs will be publicized to increase parent and community awareness of Petersburg Elementary's students and staff.

Promote increased parent and community engagement through communication, participation and partnerships.

Parents and the community will be notified of campus rating on federal and state report cards which will be posted on the District Website and distributed as applicable.

Provide instruction and informative publications to parents on how to help with homework, internet safety and healthy lifestyle choices.

Parent trainings will increase parent knowledge about STAAR and student learning expectations which will result in increased student performance.

Parents will have the opportunity to attend a parent connect night in the spring to educate them on the school's rewading program. (Pending Pandemic)

Parents will conference with teachers in the Fall and Spring (TIPS (Teachers Involving Parents in School) Meetings).

Perceptions Strengths

Petersburg Elementary is a welcoming school with an appreciated and respected diverse population. The staff works together along with parents (PrePandemic) to provide a rich learning environment. Students celebrate academic successes, community service projects, and birthdays together as a family.

Bullying and anti-violence programs are taught during guidance lessons by the school counselor.

Arrival and Dismissal procedures are structured to increase the safety and security of all students and staff. Children are welcomed each morning by staff at the entrance doors.

Petersburg Elementary will continue to provide a safe and welcoming environment for students, parents, and staff members. We will continue to create and maintain partnerships with parents and community members through meaningful activities and events.

Priority Problem Statements

Goals




Goal 1: Petersburg Elementary will educate all students by providing a foundation of knowledge that will empower them to achieve their maximum potential using instructional techniques and programs that are developmentally appropriate and scientifically based.






Performance Objective 1: Petersburg Elementary will develop challenging and engaging experiences utilizing technology integration, entrepreneurship, high quality instruction and authentic learning, to provide all students the opportunity to be successful in their learning.





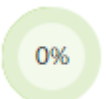




Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores, Local Assessments, TELPAS Scores, TPRI Scores, and student grade reports will reflect growth for all student sub populations.

<p>Strategy 1: All students will demonstrate appropriate growth in reading at beginning, middle, and end of year benchmark assessments in order to achieve "on grade level" status by the end of the 2020-2021 school year.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of grade level curriculum</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 General Fund</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Petersburg Elementary will hire, maintain, provide professional development to, and retain highly qualified staff and teachers.</p> <p>Strategy's Expected Result/Impact: HQ report submitted to the school board. The ESSA Compliance report will reflect that 100% of core content teachers and instructional paraprofessionals are highly qualified.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: High quality, on-going professional development will be provided to teachers and staff to ensure up-to-date, research-based, effective teaching practices that will be integrated into classroom learning experiences in order to ensure rigorous instruction.</p> <p>Strategy's Expected Result/Impact: PLC Agendas and sign-in sheets Staff development calendar, agenda, and sign-in sheets.</p> <p>Staff Responsible for Monitoring: Principal, PLC Chairs</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				

<p>Strategy 4: Students requiring special program services will be enrolled and receive required services while maintaining the least restrictive environment to the maximum extent appropriate to their overall educational needs, for example: at-risk student instruction, 504, special education, and dyslexia services.</p> <p>Strategy's Expected Result/Impact: Documentation of students enrolled in special programs in the TxEIS System and the SuccessEd program.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 5: Technology and digital literacy applications will be integrated into teachers' instructional plans as appropriate and applicable to increase student learning.</p> <p>Strategy's Expected Result/Impact: Documentation of students enrolled in the technology and digital literacy applications.</p> <p>Lexia, Education Galaxy,</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and program directors (Dyslexia, EL, SPED)</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 6: Students who enroll as English Learners (ELs) will be provided services designed to promote English proficiency and accommodations as approved by LPAC.</p> <p>Strategy's Expected Result/Impact: EL program enrollment, attendance sheets</p> <p>Staff Responsible for Monitoring: Principal, EL Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 7: Teachers will develop challenging, engaging, and diverse learning experiences that will address the learning needs of all students including GT, economically disadvantaged, students requiring RTI, etc. by integrating a variety of learning strategies as well as those learned in PLCs specifically modified for their students.</p> <p>Strategy's Expected Result/Impact: Lesson Plan Documentation, PLC Agendas, Walk Through Documentation</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 8: All students in all subgroups will receive daily targeted intervention through RTI in reading and math in order to increase academic performance, close the gaps, and state testing acceleration for at-risk student on STAAR as determined necessary through academic performance data such as student work, local assessment data, and state testing.</p> <p>Strategy's Expected Result/Impact: RTI Log, Eduphoria AWARE Data</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				

<p>Strategy 9: Provide classroom teachers with supplemental materials, programs, and supplies to facilitate enhanced learning and retention of concepts (TEKS) to be learned and tested (STAAR and Local Assessments).</p> <p>Strategy's Expected Result/Impact: Local Assessments, STAAR Data, Readiness Assessments will increase.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 211 Title I, Part A, - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act, - 199-PIC 24 State Comp Ed, Accelerated Ed</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 10: Supplemental supplies will be obtained to support students' retention of TEKS and STAAR tested curriculum across disciplines and content areas schoolwide.</p> <p>Strategy's Expected Result/Impact: Increase in grades testing scores across the campus over the previous year data.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - 199-PIC 29 State Comp Ed, Accelerated Reading Inst, - 199-PIC 21 State Gifted & Talented (G/T), - 199-PIC 25 State Bilingual/ESL, - 199-PIC 24 State Comp Ed, Accelerated Ed, - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act, - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 11: Teachers will be encouraged to utilize writing techniques and strategies during lessons to increase student skills across grade levels for all subpopulations making them more proficient writers.</p> <p>Strategy's Expected Result/Impact: Benchmark Assessments and STAAR scores will increase.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 12: The instructional staff and administration will attend educational trainings to enhance the educational experience of all students.</p> <p>Strategy's Expected Result/Impact: Strategies and ideas learned at trainings to be used in the school and classrooms.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: - 211 Title I, Part A</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 13: The campus will complete a comprehensive needs assessment, perform an analysis of the data and prioritize campus needs prior to the completion of the 2021-2022 campus improvement plan.</p> <p>Strategy's Expected Result/Impact: CNA for the 21-21 school year.</p> <p>Staff Responsible for Monitoring: Principal, Admin</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Goal 1: Petersburg Elementary will educate all students by providing a foundation of knowledge that will empower them to achieve their maximum potential using instructional techniques and programs that are developmentally appropriate and scientifically based.


Performance Objective 2: The percentage of ALL students who MEET grade level expectations on 2021 STAAR reading and math will increase by 10%.

Targeted or ESF High Priority


HB3 Goal


Evaluation Data Sources: STAAR Scores will reflect growth for all students in Reading.

<p>Strategy 1: A Student Support Team will be established to regularly and systematically address, develop a plan for, and monitor the learning needs of all students requiring Tier II, Tier III, and /or learning assistance in order to increase learning in reading and math proficiency.</p> <p>Strategy's Expected Result/Impact: Regular and systematic monitoring will result in increased student learning. Appropriate accommodations will be put in place for students requiring them.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Teachers will participate in RtI Training.</p> <p>Strategy's Expected Result/Impact: Training Agendas and sign in sheets</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: A viable phonics program (Foundations) and other supplemental programs (Heggerty) will be implemented and training will be provided to all PK-3rd Grade ELAR Teachers.</p> <p>Strategy's Expected Result/Impact: Training dates, agendas, and sign in sheets. Students will gain a strong phonics background that will support their overall reading development.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 4: Staff development will include the vertical alignment of academic language throughout the school.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				

Strategy 5: Teachers and instructional support staff will meet regularly to plan effective, data informed instructional RtI. Strategy's Expected Result/Impact: Due to regular planning based on data (PLC), student learning will increase. Staff Responsible for Monitoring: Principal, PLC Chairs Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Jan	Mar	May	June
	 0%			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue







Goal 1: Petersburg Elementary will educate all students by providing a foundation of knowledge that will empower them to achieve their maximum potential using instructional techniques and programs that are developmentally appropriate and scientifically based.

Performance Objective 3: Petersburg Elementary will implement an effective RTI program that will address the various needs of students who struggle in reading and math by providing a specific and focused time to address those needs.

Targeted or ESF High Priority

HB3 Goal






Evaluation Data Sources: Green Folder tracking, RTI Rosters, Local Assessments, Progress Measures and Master Schedule

<p>Strategy 1: An effective RtI program will be developed by defining the purpose, specified time requirement and qualifications for students who qualify for Tier II and Tier III program (Buffalo Time). Strategy's Expected Result/Impact: An RtI Handbook will be designed. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Petersburg Elementary will utilize the "Green Folders" to track the progress of students who are identified as at-risk and in need of intervention. Strategy's Expected Result/Impact: Green Folders will be part of the RtI Handbook to be utilized to track the progress of students who are identified. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Petersburg Elementary will educate all students by providing a foundation of knowledge that will empower them to achieve their maximum potential using instructional techniques and programs that are developmentally appropriate and scientifically based.

Performance Objective 4: Petersburg Elementary will provide multiple opportunities that will prepare students to be college and career ready.


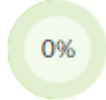
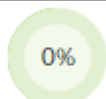




Evaluation Data Sources: Campus Documentation of meetings, lesson plans, and/or presentations.

<p>Strategy 1: Students will participate in programs designed to promote college and career readiness opportunities, entrepreneurial education, with an emphasis on graduating from high school and drop-out prevention.</p> <p>Strategy's Expected Result/Impact: Campus Calendar Agenda Guest Speaker</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Petersburg Elementary will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as: school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 1: Awareness and intervention training will be provided at the campus level 3 or more times during the 2020-2021 school year regarding trauma, behavior, harassment, and bullying prevention.








Evaluation Data Sources: Discipline and counseling referrals will decrease in the number for behavior/bullying behaviors.

<p>Strategy 1: Staff and student education and awareness will be addressed for resolutions, interventions and preventions in the areas of: suicide, conflict, violence, abuse and neglect, physical and verbal aggression, internet safety, harassment, bullying, safe and drug free schools in order to maintain a conducive learning environment.</p> <p>Strategy's Expected Result/Impact: Campus Calendar Agendas Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Staff will be trained on Bullying prevention - identification, reporting, response to and education in order to decrease office referrals for bullying behaviors.</p> <p>Strategy's Expected Result/Impact: Office referral incidents.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Counseling and related programs will be provided on an as-needed basis with individual students in the areas of ESL, Special Education Services, Homelessness, Homebound, Foster, Migrant, 504, and At Risk.</p> <p>Strategy's Expected Result/Impact: Referral Logs.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Petersburg Elementary will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as: school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 2: During the 2020-2021 school year, Petersburg Elementary will assess and follow campus safety plans and procedures as established in accordance to the district standards to ensure 100% student safety at all times.







Evaluation Data Sources: Campus evacuation maps, safety plan and documented faculty meeting notes that address student and staff safety.

<p>Strategy 1: Provide staff training and campus drills on safety responses for weather emergencies, safety lock downs, lockouts, holds, trauma informed care, and threat assessment monthly.</p> <p>Strategy's Expected Result/Impact: Staff Development agenda and sign in sheets.</p> <p>Staff Responsible for Monitoring: Principal and Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Petersburg Elementary will have staff members on the District Emergency Response Team to help develop safety protocols for the Elementary and the district.</p> <p>Staff Responsible for Monitoring: Principal, Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Parents will be informed of Petersburg Elementary's safety and security plan and procedures at the beginning of the year.</p> <p>Strategy's Expected Result/Impact: Parent communication about safety protocols.</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Petersburg Elementary will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as: school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 3: During the 2020-2021 school year, Petersburg Elementary will include educational opportunities for staff and students to learn about health and fitness trends that lead to a more balanced lifestyle in the future.








Evaluation Data Sources: Agendas and lesson plans

<p>Strategy 1: Staff and students will improve knowledge of nutrition and fitness for a lifetime of health and wellness with the Wellness Policy and Plan.</p> <p>Staff Responsible for Monitoring: Physical Education Teachers, Teachers, Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Students will be provided with the required physical activity participation amounts during physical education class as specified by TEA and in the coordinated health program objectives.</p> <p>Staff Responsible for Monitoring: Physical Ed Teachers, Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Petersburg Elementary will assist and educate students, parents and staff regarding aspects that support and maintain classroom learning such as: school safety, security, student health, attendance, discipline, and related issues.

Performance Objective 4: During the 2020-2021 school year, Petersburg Elementary will monitor attendance to ensure all students are successful.









Evaluation Data Sources: Daily attendance rates.

<p>Strategy 1: Attendance rates for students will be monitored on a daily basis to ensure timely intervention and identification of potential problems. Strategy's Expected Result/Impact: School report card campus information reported through PEIMS Staff Responsible for Monitoring: Attendance Clerk, Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Parents will be notified and/or met with to discuss Truancy Prevention Measures. Strategy's Expected Result/Impact: Low occurrences of truant students. Staff Responsible for Monitoring: Attendance Clerk, Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Students will be recognized for outstanding attendance throughout the year. Strategy's Expected Result/Impact: Students attendance will increase 1% Staff Responsible for Monitoring: Attendance Clerk, Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Petersburg Elementary will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to consistently enhance whole child learning and participation.

Performance Objective 1: Petersburg Elementary will provide multiple opportunities during the 2020-2021 school year for parents and community members to engage in school activities and events either in person or virtually.









Evaluation Data Sources: School Calendar will reflect the opportunities for parent and community involvement (If Covid 19 Restrictions are lifted.)

<p>Strategy 1: Increase opportunities for parent and community members to engage in school activities and events with the use of additional materials added to help with notification an participation. Strategy's Expected Result/Impact: Take Home Folders and call out notifications to parents. Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Promote increased parent and community engagement through regular communication, participation and partnerships. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Parents and the community will be notified of campus rating on federal and state report cards which will be posted on the campus website and distributed as applicable. Strategy's Expected Result/Impact: 4th Six Weeks report card comment section, Website, Handout sent home. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 4: A Parent and Family Engagement Policy will be developed jointly and distributed to all stakeholders. Strategy's Expected Result/Impact: Increased communication concerning family and community engagement in school. Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Petersburg Elementary will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to consistently enhance whole child learning and participation.

Performance Objective 2: Petersburg Elementary will provide multiple opportunities throughout the 2020-2021 school year to build parents' capacity to support their child's academic success.






Evaluation Data Sources: Increase online gradebook and website usage by parents. Sign in sheets for parent education nights, agendas

<p>Strategy 1: Provide instruction and informative publications to parents on how to help with homework, internet safety and healthy lifestyle choices.</p> <p>Strategy's Expected Result/Impact: Copies of publications, Agendas, Sign In Sheets.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Parent trainings and conferences, including Fall Parent Meetings, will increase parent knowledge about student learning expectations as well as STAAR, which will result in increased student performance.</p> <p>Strategy's Expected Result/Impact: Training Logs, agendas, sign in sheets.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Parents will have the opportunity to attend a parent connect night in the fall or spring to educate themselves on the school's reading program.</p> <p>Strategy's Expected Result/Impact: Sign-In Sheets and Agenda</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 4: Parents and teachers will have an opportunity to meet in the Spring to discuss student progress, goals, and ways parents can further support them from home.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and knowledge about their student's progress will result in increased student learning and success.</p> <p>Staff Responsible for Monitoring: Principal, Teachers.</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Petersburg Elementary will optimize parent and community engagement partnerships through timely communication, participation opportunities and partnerships designed to consistently enhance whole child learning and participation.

Performance Objective 3: Petersburg Elementary will promote the accomplishments and involvement of the students and staff throughout the district and community.

Evaluation Data Sources: Publicity of events happening through Petersburg ISD Facebook page, Utilization of the PISD App and newsletters

<p>Strategy 1: Student accomplishments, special projects, and programs will be publicized to increase parent and community awareness of Petersburg Elementary staff and students.</p> <p>Strategy's Expected Result/Impact: PISD Facebook Page, Website</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Parents</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angel Sidhu	Coordinator, Teacher	Dyslexia, EL	.7
Noemi Ortiz	Instructional Aide	RtI Support	1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
Sub-Total					\$0.00
199-PIC 24 State Comp Ed, Accelerated Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
Sub-Total					\$0.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
Sub-Total					\$0.00
199-PIC 29 State Comp Ed, Accelerated Reading Inst					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			\$0.00
Sub-Total					\$0.00
199-PIC 30 State Comp Ed, Title IA, Schoolwide Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
Sub-Total					\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$0.00
1	1	10			\$0.00
1	1	12			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums