

New Caney Independent School District
Porter Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

With the support of their teachers, their parents, and the community,
we believe *WITHOUT EXCUSE* that all students will demonstrate mastery
in reading, writing, and math so that they may achieve their greatest potential.

We are focused on *ONE GOAL!*

Without excuse, 100% of Porter Elementary students will excel
in reading, writing, and math which will prepare them
to be successful at a university of their choice.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Porter Elementary is a Title I, PK through 5th-grade campus, including a PACES Special Education program. Based on 2017-2018 Accountability Summary data, Porter Elementary includes a diverse student population of approx 692 students which includes:

- 74.4% socioeconomically disadvantaged.
- 35.5% of our students are English language learners
- 21.9% mobility rate
- 7.1% of our students are in our special education.

2017-2018 enrollment numbers have averaged 670 students each week. Of these students,

- 54% Hispanic
- 42% White
- 6% Other (Asian, Black/African American, 2 or More Races)
- 41% Bilingual
- 68% Free Lunch
- 6% Reduced Lunch
- 7% GT
- 9% Special Education
- 3% Homeless
- 52% At Risk

Our staff consists of the following:

- 42 certified teachers
- 5 specialists (RTI, dyslexia, EL, Media, and Instructional)
- 12 instructional support staff members

- 4 administrators (principal, assistant principal (2), counselor)
- 3 office support staff

Demographics Strengths

Our strengths include the following:

- Class sizes have remained at or below the 22:1 student/teacher ratio.
- All of our teachers are certified to teach their content area.
- We have a very generous and supporting community of parents and staff. Parents and staff consistently contribute to our programs and events in a variety of ways so that 100% of our students are able to participate and be included regardless of the cost.
 - 100% of our students received a 2017-2018 Field Day Shirt
 - 100% of our students received a Kona Ice treat at our Winter Wonderland in December.
 - 100% of students/parents who choose to attend field trips, do so.
- Parental support of evening activities that involve their students work or performances is high.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gaps in education are seen among our population of students who have moved in and out of Porter Elementary and among other schools and districts. **Root Cause:** Students come to us late in the year or withdraw mid year for various reasons. Many students have been removed from the education setting with no defined further educational plan.

Problem Statement 2: Porter Elementary needs to optimize access to community resources for our economically disadvantaged students. **Root Cause:** There may be a lack of awareness of resources available for our families.

Student Achievement

Student Achievement Summary

Porter Elementary has seen academic growth from the 2016-2017 to 2017-2018 school year. According to Texas Education Agency's Accountability Summaries:

2016 Accountability Summary

Student Achievement Index 1 - 62

Student Progress Index 2 - 32

Closing Performance Gaps Index 3 - 32

Post Secondary Readiness Index 4 - 24

2017 Accountability Summary

Student Achievement Index 1 - 65

Student Progress Index 2 - 45

Closing Performance Gaps Index 3 - 39

Post Secondary Readiness Index 4 - 30

Targeted scores for each Index are 60 (Student Achievement), 32 (Student Progress), 28 (Closing Performance Gaps), and 12 (Post Secondary Readiness).

March 2018 **5th Grade** STAAR scores indicate the following:

MATH: 82% Approach Grade Level; 51% Meet Grade Level; 32% Master Grade Level

READING: 67% Approach Grade Level; 77% Meet Grade Level; 44% Master Grade Level

May 2018 **3rd Grade** STAAR Scores indicate the following:

MATH:

READING

May 2018 **4th Grade** STAAR Scores indicate the following:

MATH:

READING:

WRITING:

May 2018 **5th Grade** STAAR Scores indicate the following:

MATH:

READING:

SCIENCE:

Student Achievement Strengths

One of our campus goals is in the area of student growth. This is monitored through a variety of ways; teachers track data of student's progress in the areas of Istation, DRA, district assessments, monthly literacy meetings, and the records they keep through their guided reading and guided math groups. Our RTI specialist and RTI instructional support staff member provide quality intervention for most Tier 2 and all Tier 3 students.

Our campus has used the expertise of Stacy Cain, math consultant to work consistently with 3rd, 4th, and 5th-grade math teachers. She has also met on few occasions with kindergarten, 1st grade, and 2nd-grade math teachers. She assists them in disaggregating student data and in developing a plan for bridging gaps in student knowledge. She has also helped all teachers in creating activities and resources to use in their guided math groups.

JM Literacy has worked with kindergarten through 2nd-grade teachers to calibrate DRA assessments so that all results are aligned correctly. JM Literacy has worked specifically with 2nd grade on many occasions in the area of guided reading. They have guided teachers in their knowledge of what needs to be done to advance students in their reading levels by training them in running records.

Porter Elementary has also utilized the online program of Study Island for all grade levels in the areas of reading, math, writing, and science. Although there has been an inconsistent level of usage across all grade levels, 3rd through 5th-grade students seemed to utilize it the most. Additionally, 3rd through 5th grade utilized Imagination Math, another online resource, to provide enrichment and remediation for students. Kindergarten through 2nd grade utilizes Happy Numbers for basic math concepts.

Goal setting is another focus of Porter Elementary. Not only are class goals set, tracked, and discussed with students, but teachers also conference with students to set their own individual reading and math goals. It is the belief that these goals do help keep our students on track and focused on growth.

School Culture and Climate

School Culture and Climate Summary

Porter Elementary works to create a positive school culture and climate. Students are greeted each morning as they get out of their car or off of the bus with a smiling face and a warm welcome. Our hallways are decorated with positive quotes to create an uplifting atmosphere and spirit. Each morning (Tuesday through Thursday), we start our day off with our morning announcements, pledges (led by students from various grade levels), and our character pledge that focuses on good character traits of responsibility, respect, honesty, reliability, acting fairly, and showing care and kindness. Music is often heard playing on the public announcement system. Our campus focuses on the principles of college readiness for all of our students.

Students in grades 3 through 5 completed a survey in May 2018. Teachers and staff completed a district generated survey in May 2018, and parents also participated in an online survey in May.

89% of our students report that they enjoy coming to school. While 55% of the students indicate that they have been bullied at school, 89% say that they feel safe at school. These two numbers seem to contradict themselves, so we feel that we need to educate our students on what bullying truly is compared to someone who is just not being nice to them. Students indicate that they enjoy using their Chromebooks in the classroom. Of the 292 surveys submitted, 44% of the students indicate that they have attended another elementary school (other than Porter Elementary) during their elementary school years. This supports our data of 21% mobility among our student population.

The teacher survey indicates that teachers are happy with the school culture, but that they would like more affirmation that they are doing a good job. They also would like more input into campus decisions.

With an enrollment of approximately 670 students, only 39 parents responded to the district's online parent survey. From those 39 that completed the survey, it indicated an overall satisfaction with Porter Elementary in regards to the quality of education they feel their child is receiving, expectations for students, as well as feeling informed in regards to their child's progress. The survey indicated a low use of the online ability to monitor their child's grades as well as the use of social media (Facebook, Remind, campus website) in regards to staying informed of upcoming campus events. Many indicated that they rely on printed materials sent home with the students to stay informed of school happenings. The survey also indicates that parents do not know how they can volunteer on campus or become more involved.

School Culture and Climate Strengths

Last year, Porter Elementary began implementing some of the principles of No Excuses University which focus on college readiness for

all. It also places the challenge on teachers to believe and act in a manner that shows that they believe that they are responsible for the success of their students. Through continuous data assessment and standards alignment, just 2 of the principles of NEU, Porter Elementary is on the way to becoming a school with exceptional systems in place that will meet the diverse needs of our student population.

Students in 1st through 5th grade attended a field trip to a university. They are exposed daily to many colleges as each teacher has adopted a class college and they "advertise" for that college in the hallways. As students travel throughout the building, the message of college readiness is visible. Each day during morning announcements, facts about a class college is read by the students of that class. During Pride Time on Monday and Friday, our counselor presents a different college/university, and a short video is shown to the students that show them college life on that campus. A college word of the week is also introduced to the students.

At Pride Time, students are recognized for their birthdays, "Caught being Good", progress on Study Island, and growth on district assessments. We held two diploma parties this year to celebrate students who "Mastered Grade Level" (the highest category) on district CBAs.

We have a small group of regular parents who volunteer on campus, clocking in over 1200 hours total. We recognized them at the end of the year with a volunteer appreciation luncheon. 15 top volunteers were invited; 6 attended. We utilize our parent volunteer coordinator to help coordinate our volunteer activities.

All 5th graders are invited to attend a 2 night/3 day trip to Pine Cove to participate in a science-based enrichment camp-based program. Feedback from our students indicates that it is a highlight of their time at Porter Elementary. We are fortunate to have a superintendent who supports this endeavor and makes it possible for us to attend.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Finding consistent and appropriate ways in which to communicate school information with our parents needs to be strengthened.

Root Cause: Parents have limited access to online resources (social media/email/etc.)

Problem Statement 2: Porter Elementary needs to remain consistent to the 6 exceptional systems of No Excuses University **Root Cause:** All staff must maintain a consistent focus on the principles of NEU.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A consistent, well trained in content, and highly qualified staff is a critical part of a successful school. We recruit new staff members by going to job fairs in the nearby areas. New staff is given information on supports given by the campus as well as the district. New teachers are assigned a mentor teacher to assist them.

All Porter Elementary staff are certified by the state of Texas, ESL certified, GT certified and certified in the areas they teach. 100% of staff are Highly Qualified. Teachers are evaluated using the T-TESS rubric and evaluation system. New to NCISD and those new to the teaching profession receive 2 formal evaluations per year - one is announced; the other is unannounced. New teachers are assigned a mentor teacher who will guide them through their first year of teaching.

Grade levels meet weekly in team meetings where curriculum and lesson planning is expected to occur. Additionally, our instructional coach meets weekly with grade level teams in a professional learning community to discuss curriculum, implementation of district initiatives, and many other topics.

Learning walks are used on a weekly basis to collect snap-shot data of the progress of our campus. Areas of need as observed through these learning walks lead to professional development on the campus.

Staff Quality, Recruitment, and Retention Strengths

There are many strengths of our Porter Elementary staff:

- All teachers are certified in the area in which they teach.
- A math consultant was hired to provide on-campus professional development for math teachers in grades 1 through 5.
- The math consultant helped to align math curriculum across grade levels through her training.
- Instructional coach works with new teachers to improve instruction and best practices in the classroom.
- All staff members are SIOP and ELPS trained which will allow them to better serve our English Language Learner (ELL) students.
- All staff members are GT certified and have maintained their yearly 6 hour required updates.
- Continued implementation of aspects of balanced literacy and balanced numeracy.
- NCISD Literacy Academy increased to a third cohort.
- Special Education teachers and general education teachers are receiving training on a co-teaching model of instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruitment of bilingual teachers is a continual struggle. **Root Cause:** Limited number of qualified applicants.

Problem Statement 2: Stronger mentor program need to be developed to support new teachers. **Root Cause:** Time to meet with mentor/mentee is sometimes difficult to find.

Problem Statement 3: Teachers are apprehensive about the implementation of the new Units of Study curriculum for reading and writing and Origo for math. **Root Cause:** Time for adequate training as well as opportunities for teachers to collaborate together as they work to align the new curriculum to the TEKS.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All lesson plans are created in a collaborative manner among team members, and they are uploaded into Canvas, our district's lesson plan software program. Teachers are expected to teach the same TEKS, have the same "WHY?" and Closing Task for each lesson. Teachers do have the ability to teach the content in the manner they feel best meets the needs of their diverse students, but those three things must remain the focus of each lesson. All lesson plans contain the required components of the NCISD lesson plan. PreKindergarten teachers will continue to use CLI as a form of assessment for our students, and 1st grade will utilize TX-KEA.

Teachers participate in a book study of *The Fundamental Five* by Sean Cain which includes instruction in regards to

- Framing the Lesson
- Teaching in the Power Zone
- Small, frequent talk about the Learning
- Recognize and Reinforce
- Writing Critically

A campus-wide use of Lucy Calkins' Units of Study for reading and writing will allow teachers to align their instruction across grade levels to ensure a consistent learning path for those content area objectives. Resources provided to teachers will guide them through both the reading and writing process. Teachers will continue to use Thinking Maps to help provide support for student writing as well as the use of the Empowering Writers curriculum.

Curriculum, Instruction, and Assessment Strengths

The NCISD Curriculum Department provides appropriate and timely assessments for all teachers to use in order to gauge their students' progress towards mastery of the TEKS. Additionally, district bundles for curriculum are also provided for all teachers in all content areas. District-wide, as well as campus-based professional development opportunities, are also available.

Porter Elementary utilizes all district CBAs and Mock STAAR assessments. Data from these assessments are used to guide intervention groups, small reading and small math groups, as well as the path for future lesson planning. All grade levels have a 30 minute time of Eagle Time built into their daily schedule which is designated only for intervention and support for our students.

We were fortunate to be able to utilize outside consultants in the area of math and reading to provide further professional development for our teachers throughout the 2017-2018 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need further support and training in best practices for teaching reading, math, and writing. **Root Cause:** Changing curriculum and resources places much of the burden for mastering new material on the teacher.

Problem Statement 2: Teachers need more data points during the school year to check student mastery of TEKS. **Root Cause:** Finding the time and resources to develop quality interim assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Porter Elementary has a Parental Involvement Plan that is reviewed each school year with a group of parent volunteers, staff, and administrators. A copy of this plan is given to all parents/guardians who attend their first parent/teacher conference in October. It is also available on our Porter Elementary website as well as in hard-copy form in the front office.

For the 2017-2018 school year, we implemented a parenting Partners program that works in conjunction with Porter Staff and parents who sign up to participate in the program. Through this program, parents are given support in regards to positive parenting skills as well as to how they can support the academic success of their students. For the 2017-2018 school year, _____ parents graduated from the Fall session, and _____ graduated from the Spring session. Porter Elementary hopes to see a growth in participation as we offer 2 additional sessions for the 2018-2019 school year.

Porter Elementary offers many opportunities for parents to be involved through a variety of parent/family events:

- Meet the Teacher Night
- DL/Title1/Parent Information Pastries with Principal
- Open House
- Title 1 Parental Involvement & Compact Review
- Parent Conference / Parent Compact
- 5th Grade Parent Information Meeting - SSI/Pine Cove
- Holidays Around the World Multi-Cultural Event
- Title 1 Family Night
- Science Night
- Parties and Celebrations
- Grade Level Music Programs GT Showcase Nights (Fall & Spring)
- Bible Club (Pastoral Volunteer)
- Porter Elementary Night at Texan Drive Stadium,
- Honor Choir Performances at community events
- Rodeo Art Showcase
- Fine Arts Festival

Parent Volunteers played a prominent role on campus during the 2017-2018 school year:

- There were approximately 37 volunteers
- Over 1200 hours were logged by our top 10 volunteers

Events with Largest Attendance are most evening events and events regarding students' academic performance such as Meet the Teacher Night, Open House, and Parent Involvement / Compact Review, Music Programs, GT Showcase - Fall & Spring). When students are highlighted either through work, performance, displays, etc. - turnout is greater. Families tend to be more involved with K-2 students and less so as students get older.

Parents and community members serve on our campus needs assessment committee, LPAC committee, Site Based Decision-Making Committee, ARD Committees, 504 Committees.

Services available to help our community members and families are Montgomery County Youth Services, Montgomery County Food Bank (Backpack Club - 28 participants at Porter Elementary), Tri-County Services

Spanish is the most prevalent second language spoken. All correspondence is in English and Spanish. Translators are available at all campus events.

Parent and Community Engagement Strengths

Porter Elementary has a strong, supportive parental population who actively attend our planned family nights. We have seen an increase in attendance at these events as we have move to many hands-on activities for students to do with their parents (Science night, math night, literacy night, etc.). When parents know what our needs are, they are willing to step up to help (Field Day, book fair, music programs). The teachers and staff of Porter Elementary are dedicated to creating fun, engaging, and creative activities for our nightly events.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent surveys after each event would be beneficial to evaluate the effectiveness of planned events.

Problem Statement 2: Continue with more translated programs for our Spanish speaking families. We need to utilize the portable PA headphones/transmitter to aide with translation at school events. **Root Cause:** Lack of resources (transmitter/headphones); lack of bilingual personnel available to provide translations.

Problem Statement 3: Parents need to utilize more of the online resources provided for them that will keep them informed of their child's academic progress and events at school (Skyward, social media, Remind, etc.) **Root Cause:** Lack of awareness of parents on how to use these resources; possible lack of internet accessibility.

School Context and Organization

School Context and Organization Summary

The philosophy of the campus administration is that input from faculty, staff, and stakeholders is key to the success of Porter Elementary. Utilizing various resources, whether from input of other campus leaders, other district administrators, from key stakeholders, or from knowledge of other situations on campus, decisions are based on what is best for the students of Porter Elementary. Maintaining a focus on our campus mission and vision is key to staying on course.

There are three main teams that help in the successful running of Porter Elementary. First, the administrative team comprises of campus administrators who are responsible for the every-day running of the school. They implement procedures and create plans to ensure the safety of our students as well as protect the instructional time in the classroom. The instructional leadership team is comprised of campus administrators and all campus specialists (RTI, dyslexia, EL, media, and instructional coach). The instructional teams provide guidance and input on campus related decisions in regards to instruction, curriculum, master schedule, to name a few. The instructional team meets as needed when campus decisions need to be made. Finally is the team leader team. Each grade level has a team leader to represent them at monthly meetings with the administrative team. Campus initiatives, progress, and needs are discussed at these meetings. Team leaders then take the information back to their team level meeting to discuss.

School Context and Organization Strengths

Porter Elementary hosts over 15 different clubs that meet either on a Monday or Friday morning before school begins. Each club is sponsored by a teacher/staff member who volunteers his/her time. Student sign up for their club at the start of the year, and they are allowed to change to a different club in January.

Teachers are provided a 55-minute block of time each day for planning and conferencing. One day of the week, they will meet with our campus instructional coach who will provide professional development on a variety of topics that are designed to support them in the classroom.

Monthly literacy meetings are held to discuss student progress in reading and math. Students identified with gaps may be referred to the RTI process at these meetings. Tracking student progress of RTI students is also done during this time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: From the staff survey, teachers indicate they would like more input in campus decisions.

Technology

Technology Summary

Porter Elementary continues to utilize NCISD's one-to-one technology initiative. All students in grade 3 through 5 have a Chromebook assigned to them while at school. Teacher present lessons on digital citizenship according to policy throughout the school year. Porter Elementary has seven 2nd grade towers that are filled with 10 Chromebooks each per classroom. The goal is that they will also be filled in one Chromebook for each 2nd grade student this coming year.

According to our BrightBytes Spring Data Results, 37% of students find basic computing skills easy to perform, 28% readily utilize essential skills for contributing and collaborating on the Internet, 87% report being able to record and edit video and other multimedia. 89% agree that technology improves learning and enhances daily life.

According to our BrightBytes Spring Data Results: 88% of teachers agree that technology improves and enhances their daily life and technology improve learning. 81% of teachers were confident in their technology skills and 84% reported easily learning new technology. In grade PK-2, we do not have 1:1 devices. In particular, 2nd Grade has 10 Chromebooks per classroom and 1 cart that is shared for 6 classrooms. Pre-Kindergarten, Kindergarten, and 1st grade had 6 Nexus Tablets and 4 Chromebooks. Both Kinder and 1st grade have one Chromebook cart to share. This limits the amount of time student have access to technology in the lower grade level.

Professional Development is provided in a variety of areas. District requirements include the use of online professional development through EduHero. In addition, teachers are provided school-sponsored professional development from the media specialist regarding a variety of district and campus programs such as the Google Suite for Education, use of the Mimio, and Flubaroo. Teachers have the opportunity to select a variety of professional development opportunities at our District beginning of year event that includes technology trainings.

Programs provided by the district including those found in the Google Suite allow for accessibility features for struggling learners and differentiation of content. These programs enrich student learning, allow students to progress at different rates, and provide teachers with valuable data in regards to student progress.

Technology Strengths

According to our Bright Bytes Survey results -

1. Overall advanced technology skills for teachers and students

- Teacher Foundational Exemplary
- Student Foundational Advanced
- Teacher Online Advanced
- Student Online Proficient
- Teacher Multimedia Advanced
- Student Multimedia Advanced

Access to programs and tools is exemplary

Environment supporting the use of technology is advanced

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers do not use of the 4 Cs: communication, collaboration, critical thinking, and creativity. **Root Cause:** Lack of teacher training in these areas on how to incorporate technology into the lesson in regards to project based learning that would better facilitate the use of the 4 Cs.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 17, 2018

Goal 1: Porter Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 1: Porter Elementary students in all subpopulations and special programs will show growth in regards to Approaches Grade Level, Meets Grade Level, or Masters Grade Level in performance as indicated on the STAAR Reading, Writing, Math, and Science state assessments in grades 3-5.







Evaluation Data Source(s) 1: Disaggregated data from recent STAAR tests will be evaluated to determine if growth has been achieved for all subpopulations and special programs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Critical Success Factors CSF 1 1) Increase Reading materials in all grades for both English and Spanish. Heineman Reading/Writing with trade Packs, Lucy Calkins classroom libraries.		Administrators	Students will be at or above grade level in their reading.				
Funding Sources: Title I - 6545.00							
Critical Success Factors CSF 1 CSF 2 2) Reading: Identified dyslexic students will receive instruction using district program model.		Dyslexia trained personnel	Students will learn strategies to assist with their reading. Reading comprehension and fluency will improve.				
Funding Sources: State Compensatory Ed - 36337.00							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 3) ELL specialist will monitor all English Language Learners and Dual Language students. This staff member will provide or schedule interventions for ELL'S as needed and test all ELL students using testing materials.		Administration, ELL Specialist	ELL end of the year report will show growth in advanced and advanced high students.				
Funding Sources: State Compensatory Ed - 66906.00							

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 4) ELL aide will assist the ELL specialist with ELL student support utilizing supplemental supplies		ELL Specialist, Administrators	ELL aide will use progress monitoring to show growth of students served.				
	Funding Sources: Title III - 0.00, State BIL/ESL - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 5) RTI specialist will guide the RTI process, meet weekly with the RTI committee and manage additional programming for struggling students. RtI will assist in small group instruction.		RTI Specialist	Student achievement will be monitored at progress report and report card time. Students will be moved through the RTI process to receive the intervention needed. Specific needs of our students will be met.				
	Funding Sources: State Compensatory Ed - 34152.00, Title I - 57517.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 6) The CGI/TXKEA assessment program will be utilized in the primary grades to guide individualized instruction and provide supplemental progress monitoring.		Primary teachers	BOY and EOY assessments will show growth in our primary students when comparing.				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 7) 3rd-5th grade teachers will participate in on-going math professional development through modeling, coaching, and feedback with math consultant Stacey Cain.		Principal Assistant principal	Math scores on the STAAR tests in grades 3-5 will show an increase. CBA results will show an increase of student scores.				
	Funding Sources: Title I - 3485.00						
Critical Success Factors CSF 4 CSF 6 8) Reading instructional support will be provided through the library utilizing a Media center aide.		Media Specialist Admin	Additional time for reading will strengthen students' reading skills.				
9) 1) All reading teachers K-5 will receive supplemental training in Balanced Literacy by JM Literacy with a focus on Guided Reading will be emphasized AND Guided Math by Stacey Cain.		Administrators	Growth of students in regards to reading				
	Funding Sources: Title I - 4500.00						
10) Incentives will be given to each class where growth is shown. For PK - 2nd grade, recognition of site word growth will be given each 9 weeks. For 3rd - 5th grade, recognition for growth on district CBAs will be given.		Teachers Counselor Administrators	Number of students being recognized will be increase throughout the year.				

11) Opportunities for administration to enhance knowledge of leadership skills to address needs of students of low-socio-economic status by attending NEU and TEPSA		Administrators	Certificates of attendance Academically based teacher feedback provided during walk through evaluations.				
Funding Sources: Title I - 4000.00							
12) Accelerated intervention will be provided to students who Met and Mastered Grade Level on the previous year's STAAR assessment in the area of STEM-based projects.							
Funding Sources: Title I - 8000.00							
<p align="center">Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> 13) Dyslexia teacher will attend professional development session on "How and Why Dyslexia Screen for K & 1" and Dyslexia Conference.	2.6	Administrators	Early identification of students with characteristics of dyslexia.				
Funding Sources: State Compensatory Ed - 390.00							
<p align="center">Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> 14) Screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. (AimsWeb, Esperanza, ESC trainings) Substitutes will be provided for teachers attending intervention training.	2.4, 2.6	Administrators	Improvement of students with dyslexia on CBA, DRA, and STAAR.				
Funding Sources: Dyslexia Grant - 500.00							
<p align="center">Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> 15) Dyslexia supplies and materials will be purchased for staff who provide dyslexia-related services.	2.4, 2.6	Administrators	Staff responsible for dyslexia services will have the supplies they need to test/diagnose students with dyslexia tendencies, and provide interventions for students with the condition of dyslexia.				
Funding Sources: Dyslexia Grant - 300.00							

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>16) Porter Elementary Special Education teachers, in conjunction with classroom teachers, will develop an Intensive Program of Instruction to be used for all 4th and 5th grade students who did not score at the Approaches Level on STAAR.</p>	2.4, 2.6	Principal, Assistant Principal(s), Special Education Teacher(s), Classroom Teachers	SPED students in 4th and 5th grades taking the STAAR test will meet their progress measure and score at the Approaches Level.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>17) Porter Elementary will utilize certified teacher(s) as tutor(s) to provide interventions to students who did not show growth on their 2018 STAAR tests.</p>	2.4, 2.6	Administrators	Students taking the STAAR test will show growth on their 2019 STAAR tests.				
<p>Funding Sources: Title I - 6000.00</p> <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Porter Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Porter Elementary will foster the use of technology as an effective instructional strategy utilizing Chromebooks with the 1-to-1 initiative in grades 2-5. Tablets will be used in grades kinder and 1st.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

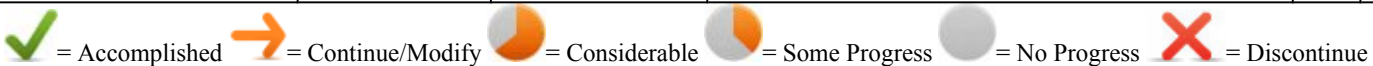
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) A Campus Technology Aide will be utilized to increase the student's skills and abilities using technology.		Media Specialist Technology aide Administrators	Students will become proficient in their technology use.				
Funding Sources: State Compensatory Ed - 24928.00							

Goal 1: Porter Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 3: Porter Elementary will employ teachers that meet campus, district, and state requirements for certification.

Evaluation Data Source(s) 3: 100% of teachers will teach in areas in which they are certified. All paraprofessional staff members will continue to be highly qualified according to the Texas Education Agency.

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Sept	Dec	Mar	June
1) Teachers will be GT, SIOP, ELPS, and ESL certified.		Administrators	Differentiated instruction will engage all student types.				
2) The instructional coach will provide professional development for core academic areas (Reading/ELA, Math, Science and Social Studies)		Administrators	Teachers will become more familiar and comfortable with the TEKS, thereby allowing them to create and implement engaging lessons.				
Funding Sources: Title I - 68140.00							
3) Technology training on utilizing instructional technology programs, chrome books and tablets in the classroom.		Administrators Media Specialist Technology Instructional Aide	Students will be prepared for 21st century learning.				
4) Staff Development opportunities will be offered to enhance instruction for at-risk students including engaging students in poverty		Administrators Counselor	Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.				
5) Guided Reading/small group reading instruction/literature group training will be provided to strengthen reading instruction for Hispanic and economically disadvantaged populations		Administrators	Lesson plans will be monitored to reflect training. Personnel records of professional growth and sign in sheets from activities will be monitored. Staff training will continue.				
6) All new teachers will be provided a mentor on campus to allow for teacher retention and to reinforce best practice		Administrators	Increase in teacher retention.				
7) Teachers in need of certification will be monitored though a Certification Growth Plan which will be reviewed quarterly with any uncertified teacher.		Administrator					
							

Goal 1: Porter Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 4: Porter Elementary will prepare pre-kindergarten students for school.

Evaluation Data Source(s) 4: Enrollment numbers will grow.

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) All pre-kindergarten students will receive a back to school backpack filled with instructional materials that will support their learning.</p>							
<p>Funding Sources: Title I - 0.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Porter Elementary will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 1: Porter Elementary students will achieve a yearly attendance rate of 98%.

Evaluation Data Source(s) 1: Weekly attendance rates will be tracked

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) Teacher/Parent communications will be consistent to encourage attendance		Administrators Teachers	Teacher attendance communication logs will be turned in weekly				
2) Administrators will maintain accurate records of students in violation of state compulsory attendance laws, making parental contact consistently, and filing appropriate paperwork on those who are in violation of the 90% rule.		Administrators Attendance Committee	Attendance reports will be run for absences; Raptor reports will be run for tardy/early-pick-ups; documentation will be maintained in regards to court filings for serious offenders.				
							

Goal 2: Porter Elementary will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 2: School programs will help to encourage a well behaved, confident, and academically successful student body.

Evaluation Data Source(s) 2: Discipline referrals will be tracked by grade level, teacher, location, and type of offense.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
1) 2nd Grade students will participate in the NCISD gun safety program through Eddie the Eagle		Counselor	Students will attend the program in September.				
2) Kindergarten students will participate in the NISD bus safety program		Counselor	Students will attend the presentation i October.				
3) Students will be motivated to succeed with a Diploma Party by getting "Masters Grade Level" on district CBAs		Counselor Administrators	Student participation in diploma parties will increase throughout the year.				
<p>Critical Success Factors CSF 1 CSF 6</p> 4) Pre-kindergarten and 5th grade students will be given opportunities to learn about and be exposed to the next grade level as they transition to kindergarten and/or middle school		Teachers, counselor, and administrators	Students will be comfortable and confident as they transition to the higher grade.				
5) Porter Elementary will support its homeless population by providing a variety of personal resources.	Funding Sources: Title I - 500.00						
							







Goal 2: Porter Elementary will provide a safe and orderly environment that promotes learning for all students.

Performance Objective 3: Create a positive student and staff campus culture by using restorative discipline practices.

Evaluation Data Source(s) 3: Student and staff morale will improve.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 1) Teachers will participate in a book study using Restorative Discipline Practices.		Admininstartion	Teachers implementation of restorative discipline practices in their classroom will impact student discipline and classroom disruptions.				
	Funding Sources: Title I - 200.00						
PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 2) Teachers and administrators will attend a Restorative Discipline Practices Conference.	2.5, 2.6	Administrators, Counselor	Teachers implementation of restorative discipline practices in their classroom will impact student discipline and classroom disruptions				
	Funding Sources: Title I - 2615.00						

Critical Success Factors	2.6						
<p>CSF 6 CSF 7</p> <p>3) Teachers and staff will attend a Winning Culture professional development training presented by the Flip Flippen Group.</p> <p>PARTICIPANT OUTCOMES Participants will learn:</p> <p>How to build meaningful, productive relationships with every student and every colleague.</p> <p>How to use the EXCEL Model of teaching to reduce anxiety and create a safe, effective environment for learning.</p> <p>How to discover students'™ academic needs, so you can teach to those needs.</p> <p>How to cultivate the leadership skills required to meet the five universal fears and needs.*</p> <p>Proven skills and techniques that increase communication and cooperation in the classroom</p> <p>APPROACH Winning Culture is an immersive, participatory experience for administrators, staff and teachers of all experience and grade levels. Participants learn and practice skills they will use and model in their classrooms, schools, and districts.</p> <p>This powerful and engaging presentation utilizes the EXCEL Model of teaching created by Flip Flippen, author of the best-selling book, The Flip Side " Break Free of the Behaviors that Hold You Back.</p> <p>It includes a discussion of the five universal fears and needs and how to cultivate the leadership skills required to meet those needs</p>		Funding Sources: Title I - 1833.00					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Porter Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 1: Porter Elementary will employ teachers that have current state certifications to be considered highly effective. Paraprofessionals will meet highly qualified standards

Evaluation Data Source(s) 1: Teacher certification documents

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Porter Elementary teachers will participate in weekly PLCs to develop and grow in their instructional practices.		Administrators Instructional Coach					
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Teachers will have opportunities to meet with the campus media specialist in order to be able to use technology more efficiently in the classroom.		Administrators Media Specialist					
Critical Success Factors CSF 7 3) Stipends are provided for critical need positions.		Administrator	Retention of qualified teachers.				

Goal 3: Porter Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 2: Porter Elementary teachers will be provided campus professional development to improve quality of instruction.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 1) Teachers will attend and implement Empowering Writers curriculum. 2) Teachers will participate in professional development opportunities provided through outside resources in the area of reading, math, and science.							
Funding Sources: Title I - 6606.00							

Goal 3: Porter Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 3: Porter Elementary will utilize resources to enhance science, math, reading and writing instruction in the classroom.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Kindergarten through 5th grade teachers will utilize Lucy Calkins Units of Study for reading and writing to enhance reading comprehension, writing, and instruction in the classroom.</p>		Administrators and Instructional Coach	Student reading and writing scores will improve.				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Kindergarten, 1st, and 2nd grade students identified in need of reading intervention will receive additional support through the use of various Neuhas resources.</p>		Administrators	Primary students will be at or above reading expectations by the time they are in 3rd grade.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Kindergarten and 1st grade will utilized Units of Study Phonics to enhance our reading program.</p>		Instructional Coach Administrators					
	Funding Sources: Title I - 5000.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Supplemental supplies will be provided for math, reading, writing, and science to support student academic growth.</p>							
	Funding Sources: Title I - 15000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Supplemental supplies will be provided for pre-kindergarten classes for science and reading.</p>							
	Funding Sources: Title I - 873.00						

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 3: Porter Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 4: Porter Elementary will utilize online resources to enhance students' comprehension of math objectives.

Evaluation Data Source(s) 4: Imagine Learning - formerly Think Through Math

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Comprehensive Support Strategy 1) 3rd, 4th, and 5th grade students will utilize Imagine Math for additional exposure and practice in mastering math objectives.		Administrators and Instructional Coach	Student math scores will increase.				
	Funding Sources: Title I - 6000.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 2) Special Education students will utilize the IXL program which provides comprehensive, standards-aligned content for math.		Administrators and Instructional Coach	Special Education students using this program will show growth on district and/or state assessments.				
	Funding Sources: Title I - 449.00						

Goal 3: Porter Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

Performance Objective 5: EL students will receive support through a bilingual reading pull-out program.

Evaluation Data Source(s) 5: Estrellita Resources

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Kinder and 1st grade EL students will receive additional support through intensive reading remediation strategies.		Administrators	Kindergarten and 1st grade bilingual students will be on or above grade level as they promote to the next grade.				

Goal 4: NCISD will increase opportunities for parent/community involvement in all educational processes of our district.


Performance Objective 1: NCISD parents are provided various options for involvement in their child's education.

Evaluation Data Source(s) 1: Each NCISD campus/department will provide documentation of parent involvement in various campus/department activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Sept	Dec	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parents are encouraged to participate in school events such as field trip chaperons and even volunteer at the school. All volunteers must complete the district volunteer approval process</p>		Administrators Classroom Teachers Counselor Volunteer Coordinator	Increase of parental involvement				
<p>Critical Success Factors CSF 5</p> <p>2) Family learning events will be implemented focusing on music and fine arts programs, as well as academic topics. Campus and staff will maintain agendas and sign in sheets for programs and meetings.</p>		Administrators Music Teacher	Increase of parental involvement				
<p>3) All parents are provided with a variety of opportunities to be involved in their child's education through the coordination of information of Dual Language, LEP, and GT programs including integration into family nights, as well as separate program events such as GT Showcases and DL Program.</p>							
<p>Critical Success Factors CSF 6</p> <p>4) Parents will be given the opportunity to participate in a parent involvement program called Parenting Partners. This program will be offered in both English and Spanish.</p>		Administrators Counselor EL Specialist	Increase in parent participation				
		Funding Sources: Title I - 3690.00					

<p align="center">Critical Success Factors CSF 5</p> <p>5) Classroom teachers will retain a Parent Contact Log and document any time they contact or conference with a parent.</p>		Administrators Teachers	Increase level of communication with parents.				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Porter Elementary will utilize social media such as our campus website, Remind, Facebook, Twitter, and Messenger to communicate with parents.</p>		Administrator	Increase parental awareness of events being sponsored on or by our campus.				
<p align="center">Critical Success Factors CSF 5</p> <p>7) Pastries with the Principal will occur in the fall semester to share a Title 1 presentation and improve stakeholder communication.</p>		Administrator Counselor	Parental awareness of Title I Campus				
<p align="center">Critical Success Factors CSF 5</p> <p>8) A meet the teacher night and open house will occur in the fall.</p>		Administrators Teachers	Increase of parents visiting the campus.				
<p align="center">Critical Success Factors CSF 5</p> <p>9) At least 4 Dual Language Parent Nights will be implemented throughout the year to bring awareness and interaction between parents.</p>		Administrators DL Team Leader Teachers EL Specialist	Increase of parents visiting campus				
<p align="center">Critical Success Factors CSF 5</p> <p>10) We will host a Volunteer Appreciation event in the Spring semester</p>		Administrators Volunteer Coordinator Counselor	Volunteers will feel appreciated.				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>11) 1) We will host a Pre-Kindergarten Informational Meeting to inform parents of the academic and social needs their child will need to acquire as a pre-kindergarten student so that their transition to kindergarten is a successful one.</p>							

Critical Success Factors CSF 5 CSF 6 12) We will host 2 separate 5th grade Parent Nights to inform parents of the requirements for promotion to 6th grade (SSI) as well as the social and academic progress requirements for their child as they transition from 5th to 6th grade.							
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	ELL aide will assist the ELL specialist with ELL student support utilizing supplemental supplies
1	1	7	3rd-5th grade teachers will participate in on-going math professional development through modeling, coaching, and feedback with math consultant Stacey Cain.
1	1	13	Dyslexia teacher will attend professional development session on "How and Why Dyslexia Screen for K & 1" and Dyslexia Conference.
1	1	14	Screen and provide interventions and accommodations for students with dyslexia tendencies and related disorders. (AimsWeb, Esperanza, ESC trainings) Substitutes will be provided for teachers attending intervention training.
1	1	15	Dyslexia supplies and materials will be purchased for staff who provide dyslexia-related services.
2	3	1	Teachers will participate in a book study using Restorative Discipline Practices.
3	2	1	Teachers will attend and implement Empowering Writers curriculum.
3	3	1	Kindergarten through 5th grade teachers will utilize Lucy Calkins Units of Study for reading and writing to enhance reading comprehension, writing, and instruction in the classroom.
3	3	2	Kindergarten, 1st, and 2nd grade students identified in need of reading intervention will receive additional support through the use of various Neuhas resources.
3	4	1	3rd, 4th, and 5th grade students will utilize Imagine Math for additional exposure and practice in mastering math objectives.
3	4	2	Special Education students will utilize the IXL program which provides comprehensive, standards-aligned content for math.
3	5	1	Kinder and 1st grade EL students will receive additional support through intensive reading remediation strategies.

State Compensatory

Personnel for Porter Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky West	Dyslexia Specialist	Dyslexia	.5
Irma Beckler	EL Aide	EL	1.0
Kristi Jackel	Inst. Aide	PK	1.0
Ruth Borrego	EL Specialist	EL	1.0
Teresa Ashley	RTI Specialist	RTI	.5

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Serna	Instructional Aide	Title I	1.0
Teresa Ashley	RTI	Title I	1
Treasa Gaddis	Instructional Coach	Title I	.5

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Sheri Bonsal	Administrator
Administrator	Sandra Lee	Assistant Principal
Administrator	Alexandra Adams	Assistant Principal
Non-classroom Professional	Sharon Smith	Campus Secretary
Non-classroom Professional	Crystal Burnett	Media Specialist
Non-classroom Professional	Teresa Ashley	RTI Specialist
Non-classroom Professional	Becky West	Dyslexia Specialist
Non-classroom Professional	Treasa Gaddis	Instructional Coach
Parent	April Kendrick	Parent
Community Representative	Clay Whitaker	Community Member
Parent	Jessica Guerra	Parent
Classroom Teacher	Scarlet Smyth	Teacher
Classroom Teacher	Yolanda Tavares	Teacher
Classroom Teacher	Mary Williams	Classroom Teacher
Classroom Teacher	Sybil Ibarra	Teacher
Classroom Teacher	Lindsey Graham	Teacher
Classroom Teacher	Meghan Bennett	Teacher
Non-classroom Professional	Ruth Borrego	EL Specialist