

# Birdville Independent School District

## W.A. Porter Elementary

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

We will promote excellence by empowering children to reach their individual potential within a supportive learning community.

## Vision

Our students will find a purpose and passion in life in order to compete with integrity in a global society.

## Core Beliefs

We believe we should educate the whole child.

We believe that we capture the heart of a child first, and then the mind will follow.

A strong partnership among all stakeholders is vital to the success of our students.

We believe all students can learn and hold high expectations for our staff and our students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

W. A. Porter Elementary School is established in 1975 and is located in northeast Tarrant County and serves a portion of three municipalities: North Richland Hills, Hurst, and Colleyville. Neighborhoods served by the district range from urban, low-income to suburban upper-middle-class.

The school serves 561 students (as of the summer 2020 PEIMS submission) in grades EE - 5, of which 72.3% are White, 13.9% are Hispanic, 4.7% African American, 3.5% Asian, and 5.5% two or more races. The percentage of Hispanic students has steadily increased over the last 10 years, while the percentage of white students has declined. The percentage of students considered to be English language learners (ELLs) has increased over this same time period. While the characteristics of the student population have changed over this time period, the overall number of students the past 10 years has remained relatively stable with slight increase in student population.

W. A. Porter is also the Regional Day School for the Deaf (PK-5) serving students from the districts of Birdville, Carroll, Hurst-Euless-Bedford, Keller, Grapevine-Colleyville, Eagle-Mountain Saginaw. Overall Porter serves 16.76% special education population.

Of the 44 teachers on the campus, 98% are female, 93% are White, 5% are two or more races, and 3% are Hawaiian or other Pacific Islander. In the 2018-2019 school year, 0% of the staff were new to the profession, 36% had 1 to 5 years experience in education, 18% had 6 to 10 years, 30% had 11 to 20 years, and 16% had more than 20 years experience. The average length of service years in BISD was 11.2 years. In terms of highest college degree held, 100% of teachers have a bachelor's degree and 33% hold a master's degree.

Student attendance rate was at 96.37 in 2019-2020 before the COVID shut down. Porter was at 97.3 % in 2018-2019, 97% in 2016-2017, 97.4% in 2015-2016, 97% 2014-2015, 97.3% 2013-2014, and 97.3% 2012-2013. This campus was in the first quartile for attendance within a 40-campus comparison group with similar student demographics.

Porter has 24.06% that are Economically Disadvantaged which continues to climb each year. There are also 13.37% at risk students.

### Demographics Strengths

Our student demographic population has remained relatively steady over the years.

Our students come from homes where they have a strong foundation of literacy as they enter Porter.

Our mobility rate is 6.6% which is outstanding. It means our students get to have a solid foundation and have stability in their lives as learners.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** While Porter's overall scores remain strong, the percentage of students that met approaches decreased across most subjects **Root Cause:** There was a great deal of emphasis put on reaching masters level performance, but we need to make sure our lower tiered students are being assisted in what they need.

# Student Learning

## Student Learning Summary

Our 2019 STAAR scores show that our 3rd grade reading scores had 82% of our students approach grade level, 56% met the standard and 43% mastered grade level expectations. For our 3rd grade math scores we had 83% approached grade level, 66% met the standard and 41% mastered grade level expectations.

Our 4th grade reading had 88% of our students approach grade level, 55% met the standard and 33% mastered grade level expectations. Fourth grade math had 82% approach grade level, 66% met the standard, and 32% mastered grade level. Fourth writing had 78% of students approach grade level, 51% met standard, and 24% mastered grade level expectations.

Porter's 5th grade reading students had 93% approach grade level, 85% met the standard, and 57% mastered grade level expectations. For 5th grade math we had 95% approach grade level, 82% meet the standard and 57% mastered grade level expectations.

Fifth grade science scores had 89% of students approaching grade level, 76% met the standard, and 47% of students mastered grade level expectations.

Porter had an overall score of 92 which gave a rating of an A overall. Our 5th grade scores had the 2nd highest approaches scores at 93%, the highest scores of meeting the standard at 85% and the highest in masters scores of 57%. 5th grade science had the top scores of meeting the standard in the district at 76% and the second highest in mastering the standard at 47%. Fourth grade was 2nd in the district with 24% mastering the standards.

## Student Learning Strengths

Porter has experienced strong growth in the masters level performance in STAAR testing. In our relationship to our state comparison group, our scores were in the top third in most content areas across all grades. Porter was in the first quartile in Accelerated Student Progress in ELA/Reading, Grade 4 Writing Performance(Masters Grade Level), and Grade 5 Reading Performance(Masters Grade Level)

Our 5th grade reading and math scores were excellent and were in the top 7 of our comparison groups state wide in both meets and masters levels.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Having the Deaf Ed. program on our campus does put our special education numbers at 15.8% of our campus population which ranks 4th highest in our comparison group. **Root Cause:** Our Deaf Ed. students have a tremendous disadvantage in their academics having reading levels that are 3-4 grade levels behind.

**Problem Statement 2:** Across the board our Approaches Level percentages are lower than what we would expect. Students meeting approaches level fell significantly in 3rd and 4th grade in all content areas besides writing. **Root Cause:** We have focused on our Masters Level performance and we need to evaluate where our tiered students are to make sure they are making the progress they need.

# School Processes & Programs

## School Processes & Programs Summary

Students at W. A. Porter Elementary school are served by a number of specialized programs related to student need. 23.71 percent of students are served by the free/reduced lunch program. 16.76% of students are served through special education which includes the regional day school for the deaf. 14.44% are served through the gifted and talented program.

The academic Rtl program serves students in grades K through 5 in both reading and mathematics. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific services provided for students on Tiers 2 and 3 are outlined in the district Rtl Manual, which is updated annually to reflect programmatic changes in screening assessments and interventions. Performance data suggest that the Rtl program has been successful in moving students off of tiered interventions.

We have implemented Capturing Kids Hearts this year which focuses on getting through to a student's heart before you capture the mind. Teachers have students follow a social contract in the classroom and campus wide. Students also participate every six weeks in team building activities that allow for social-emotional development. Students learn how to work together to solve problems in a fun but challenging environment. They are guided on problem solving strategies that are life skills as well.

Porter participates in several community nights such as reading nights, science nights, movie nights, game nights and mentoring opportunities for our parents. These activities are designed to have parents come and participate with their students to see what they are learning and doing as school.

## School Processes & Programs Strengths

The percentage of students in grades K - 5 requiring tiered interventions has decreased steadily since the implementation of WIN time for Rtl instructions beginning in 2013-2014 as evident by the number of students receiving interventions in each subject by an academic interventionist.

We have been able to hire tutors to work with K-1 students to help reduce the amount of students that are moving to tier 2 or 3. We have had a very proactive approach in K-1 to establish a successful foundation.

Porter has an experienced and dedicated staff that is stable. We have very little turnover in our staff from year to year.

Teachers at Porter do a great job of integrating technology into the classroom. Teachers have I-pads and Smartboards in their classrooms where teachers have access to more instant feedback. So many of the apps used now allow for students to go at their own pace.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our special education students lag behind in comparison to other campuses. **Root Cause:** We have a high number of Deaf Ed. students that have significant challenges that hinder their abilities to maintain the pace of learning with other students.

# Perceptions

## Perceptions Summary

With our attendance rate at the top of our district and in the top quartile most years of our comparison group, we have a culture that emphasizes the importance of school attendance. With very low absenteeism, our students contribute to the culture of the school by being here. We also have few discipline issues. The climate of the school emphasizes high expectations both academically and behaviorally.

Surveys have gone out to parents, students and staff at Porter to to seek out what were areas of concern.

Parents and staff members number one concern was the area of communication and feeling they were not getting information they needed. Parents wanted information from the school regarding important dates of events, as well as feeling like they aren't getting enough information from teachers regarding their child's progress.

## Perceptions Strengths

Parents report that Porter Elementary feels like a private school environment. We have a tremendous amount of open enrollment applications due to the number of people that hear about Porter via word of mouth. They hear about the academic excellence at Porter and want to be a part of it. Parents love the high expectations, and comment on how many Porter kids appear in the top 12 every year for the senior class at Birdville High School.

Turnover rate among staff is extremely low which great Porter a stability that many campuses don't have.

Parents feel their child is safe at school and have always felt welcome while they are on campus.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents and staff felt as though communication was not where it needed to be regarding events and general day to day information to keep them involved. **Root Cause:** Newsletters to staff and parents containing important dates and information was not getting to them in a timely manner.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## 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 EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.

**Performance Objective 1:** All students will make at least one year's progress in reading between the beginning and end of the year.

## HB3 Goal

**Evaluation Data Sources:** 1. Elementary: Fountas & Pinnell reading levels

2. CLI Engage-Circle(Pre-K)

3. Renaissance Math(1-5)

4. Istation Reading (1-5)

5. TEA Interims for Reading and Math (3-5)

**Summative Evaluation:** None

**Strategy 1: Build capacity to implement the district literacy plan at the campus level.**

- Actions:** A. Provide training for all staff to build their capacity to implement campus literacy plans.  
 B. Utilize LOL team to train and lead implementation of the district literacy plan and strategies.  
 C. Set up campus walks with coaches to help support and visit with staff to implement tier 1 priorities.  
 D. Use rigor and relevance training to help other teachers visualize practice in action.  
 E. Provide teachers opportunities for teachers to have professional development off campus

**Staff Responsible for Monitoring:** Administration  
 LOL team  
 Teachers

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals,  
 Build a foundation of reading and math

**Funding Sources:**  
 199 - General Funds \$5,000

**ESF Levers:** None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**

**Strategy 2: 2. Use frequent and systematic assessment of student performance to direct and improve instruction.**

- Actions:** a) Data from running records, Istation, CBA tests Interims and F&P to help guide instruction  
 b) Use instructional coaches help monitor and train teachers on how to effectively administer the BAS test to ensure as much accuracy as we can.

**Staff Responsible for Monitoring:** Teachers  
 Administrators  
 Reading and Math Interventionists  
 Academic Coaches

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Recruit, support, retain teachers and principals,  
 Build a foundation of reading and math

**Funding Sources:**  
 None

**ESF Levers:** None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



<b>Strategy 3: 2.</b> Implement the campus literacy plan through established priorities for system-wide literacy practices.		
<b>Actions:</b> a. Host and participate in instructional focus walks. b. Lead literacy-focused discussions in PLC meetings. c. Use district monitoring guide to monitor instructional delivery <b>Staff Responsible for Monitoring:</b> Administration, Academic coaches <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>Formative</b>
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		<b>Summative</b>
		<b>June</b>
<b>Strategy 4: 3.</b> Writing strategies associated with Norma Jackson will be employed in all classrooms.		
<b>Actions:</b> Each grade level will be trained in the fall and spring semester by Norma Jackson. Strategies will be monitored on campus walk throughs. <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Problem Statements:</b> None <b>Funding Sources:</b> Norma Jackson Training 199 - General Funds \$1,000	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>
<b>Strategy 5: 5)</b> Provide support to specialized programs		
<b>Actions:</b> a. Special Education teachers will receive support from the academic coach and administrators. b. Special education teachers will be a part of all RTI meetings as well as data meetings. c. Resources that regular education students receive will be purchased for special education students. d. Special education teachers will be included on LOL teams and vertical team meetings. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Problem Statements:</b> None <b>Funding Sources:</b> Special Education materials such as F&P materials, Motivation Reading, Math and Science as well as extra take home readers. 199 - General Funds \$2,000	<b>Formative</b>
		<b>Nov</b>
		<b>Jan</b>
		<b>Mar</b>
		<b>Summative</b>
		<b>June</b>

**Strategy 6:** Strategy 6: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.

**Actions:** a) Participate in Kinder, 1st and special education teachers reading academy trainings.  
 b) Work closely with district trainers to make sure academy content is implemented with fidelity.  
 C) Review progress through PLC meetings collecting data to evaluate

**Staff Responsible for Monitoring:** Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** Build a foundation of reading and math

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Jan**

**Mar**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify







Discontinue

**Performance Objective 2:** Increase performance on Domain II. (Student Progress) of the state accountability system by points over 2018 score.

**Evaluation Data Sources:** Domain II performance in 2018 was 83% and 2020 goal is 86%





**Summative Evaluation:** None

<b>Strategy 1:</b> Establish and implement continuous improvement for the classroom.	
<p><b>Actions:</b> A. Meet every 6 weeks to have data meetings to discuss student progress based on campus and district testing, and come up with a plan for those not making progress.            B. Instructional walks with Academic Coaches as well as follow up meetings to address concerns.            C. Data folders monitored for each student K-5.            D. Staff campus walks to gain insight on new ideas for their classrooms and help teachers improve their delivery based on CIR rubric.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Academic Coaches            LOL team            Teachers</p> <p><b>Title I Schoolwide Elements:</b> None  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p> <p><b>Problem Statements:</b> None  <b>Funding Sources:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
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	<b>Summative</b>
	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	





**Performance Objective 3:** Reduce the number of students assigned to behavior RTI tiers 2 and 3.

**Evaluation Data Sources:** Behavior RTI spreadsheets.





**Summative Evaluation:** None

<b>Strategy 1:</b> Implement our campus positive behavioral RTI and support program.	
<p><b>Actions:</b> A. Provide district expectations of Behavior RTI as outlined in the RTI handbook.                  B. Conduct Collaborative conferences as needed with teachers and staff and involve the Behavior Interventionist when there is an opportunity.                  C. Use Success Ed to input behavioral RTI student plans.                  D. 6 Weeks team building activities focused on Core Values that fit within the Capturing Kids Hearts framework.                  E. Counselor classroom lessons will be delivered each 6 weeks.                  F. Capturing Kids Hearts used for daily positive behavior support</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 4:** Students will display dispositions of high levels of social-emotional development measured by a district administered survey of student perceptions.





<b>Strategy 1:</b> Deploy the district approved program Capturing Kids Hearts that teaches social-emotional skills.	
<b>Actions:</b> A. Implement district program Sanford-Harmony with teachers and counselor provided lessons B. Capturing Kids Hearts trainers doing fall and spring traction trainings C. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. D. Providing mentors by partnering with local churches.  <b>Staff Responsible for Monitoring:</b> All Staff  <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>ESF Levers:</b> None	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
	<b>Summative</b>
	<b>June</b>
	<b>Problem Statements:</b> None <b>Funding Sources:</b> Capturing Kids Hearts Training 199 - General Funds \$5,000
<b>Strategy 2:</b> Implement district wide program Sanford Harmony	
<b>Actions:</b> A. Teachers will complete a weekly lesson to address social and emotional needs B. Teachers document their weekly lessons and complete unit evaluation. C. Announcement crew will be using SEL quotes to help support Sanford Harmony. D. Assistant Principal and counselor will oversee the progress of the program.  <b>Staff Responsible for Monitoring:</b> Assistant Principal Counselor Teachers  <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Formative</b>  <b>Nov</b>  <b>Jan</b>  <b>Mar</b>
	<b>Summative</b>
	<b>June</b>
	<b>Problem Statements:</b> None <b>Funding Sources:</b> None
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>	

**Performance Objective 5:** Implement safety procedures to reduce exposure to COVID

<b>Strategy 1:</b> Training staff and monitoring daily to help limit the spread of COVID	
<p><b>Actions:</b> A. Train students through morning announcements modeling good practices.                  B. Teachers make sure students know symptoms and have daily morning checks.                  C. Administration and staff stay proactive in managing students as they transition to different areas of buildings as well as specials classes and lunch.</p> <p><b>Staff Responsible for Monitoring:</b> All Porter Staff</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
<b>Mar</b>	<b>Summative</b>
<p><b>Title I Schoolwide Elements:</b> None</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p>	<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>	

**Goal 2:** The system will utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 1:** Increase the annual total average daily attendance(ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

<b>Strategy 1:</b> Develop and implement a campus-wide program incentive program to increase student and staff attendance.	
<p><b>Actions:</b> A. Track attendance by school wide and classroom attendance boards.          B. Provide incentives to students and staff on a 6 weeks as well as a yearly basis.          C. Recognizing classes with improved attendance          D. Implement Truancy Prevention Measures with fidelity.          E. Ongoing communication with parents discussing attendance issues.          F. Work closely with attendance officers to address severe attendance problems.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I Schoolwide Elements:</b> None  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b>          Attendance Incentives 199 - General Funds \$850</p>	
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 2:** Use continuous improvement to identify and improve operations and outcomes in every grade level and department

**Strategy 1:** Implement school wide system of continuous improvement.

**Actions:** A. Monitor implementation of continuous improvement through walk-throughs, PLC meetings, data meetings and RTI meetings.  
 B. Provide expectations and a timeline for 6 week intervals  
 C. Teachers monitor progress through data walls and data folders.  
 D. Consistently use PDSA cycle to ensure instruction is data driven.  
 E. Teacher walks using CIR rubric to help teachers collaborate and learn from each other vertically.

**Staff Responsible for Monitoring:** School Administrators, LOL Members

**Title I Schoolwide Elements:** None

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

Subs 199 - General Funds 199 \$500

**Formative**

**Nov**

**Jan**


**Mar**

**Summative**

**June**

 No Progress

 Accomplished





 Continue/Modify

 Discontinue







**Goal 3:** All students and staff will learn and work in a safe and responsive environment.





**Performance Objective 1:** Increase the percentage of students and staff that feel safe at school.

<b>Strategy 1:</b> Develop and implement a campus program that promotes an accident-free work environment	
<p><b>Actions:</b> A. Conduct trainings and distribute materials provided by the district in campus safety.          B. Conduct safety drills in compliance with district expectations.          C. Collect and review perception data from students, staff and parents.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <hr/> <p><b>Title I Schoolwide Elements:</b> None                      <b>Problem Statements:</b> None</p> <hr/> <p><b>TEA Priorities:</b> None                                      <b>Funding Sources:</b></p> <hr/> <p><b>ESF Levers:</b> None    None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>	

**Performance Objective 2:** Reduce the cost of accidents resulting in workers' compensation claims by 20% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 20%.





<b>Strategy 1:</b> 1. Comply with all training provided by the district addressing employee safety.	
<b>Actions:</b> A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings <hr/> <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <hr/> <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Jan</b>
	<b>Mar</b>
	<b>Summative</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue	

**Performance Objective 3:** The campus will meet all compliance requirements for improvement planning.

<b>Strategy 1:</b> 1. Implement the campus plan and all required required compliance plans.		
<b>Actions:</b> Meet 3 times a year to review campus plan and evaluate progress.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Leaders of Learners		<b>Nov</b>
<b>Title I Schoolwide Elements:</b> None	<b>Problem Statements:</b> None	<b>Jan</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Mar</b>
<b>ESF Levers:</b> None	None	<b>Summative</b>
		<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Performance Objective 4:** Performance Objective 4

The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

<b>Strategy 1:</b> Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.	
<p><b>Actions:</b> A. Contact Officer Watkins when performing lock down drills                  B. Evaluate each drill afterwards problem solving areas that did not go as planned.                  C. Safety team will meet to review plans and discuss scenarios to trouble shoot.</p> <p><b>Staff Responsible for Monitoring:</b> Principal                  Assistant Principal                  Teachers on safety team</p> <p><b>Title I Schoolwide Elements:</b> None  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p>	<p><b>Formative</b></p> <p><b>Nov</b></p> <p><b>Jan</b></p> <p><b>Mar</b></p>
	<p><b>Summative</b></p>
	<p><b>Problem Statements:</b> None</p>
	<p><b>Funding Sources:</b> None</p>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>	

# State Compensatory

## Personnel for W.A. Porter Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kelly Vaughn	Pre-K	3668	1.0

# Campus Funding Summary

<b>199 - General Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1			\$5,000.00
1	1	4	Norma Jackson Training		\$1,000.00
1	1	5	Special Education materials such as F&P materials, Motivation Reading, Math and Science as well as extra take home readers.		\$2,000.00
1	4	1	Capturing Kids Hearts Training		\$5,000.00
2	1	1	Attendance Incentives		\$850.00
2	2	1	Subs	199	\$500.00
<b>Sub-Total</b>					\$14,350.00
<b>Budgeted Fund Source Amount</b>					\$14,350.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$14,350.00

# Addendums