

Birdville Independent School District
W.A. Porter Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Our 2021 STAAR scores show that our 3rd grade reading scores had 84% of our students approach grade level, 51% met the standard and 34% mastered grade level expectations. For our 3rd grade math scores we had 82% approached grade level, 57% met the standard and 27% mastered grade level expectations.

Our 4th grade reading had 81% of our students approach grade level, 47% met the standard and 33% mastered grade level expectations. Fourth grade math had 74% approach grade level, 58% met the standard, and 32% mastered grade level. Fourth writing had 77% of students approach grade level, 48% met standard, and 21% mastered grade level expectations.

Porter's 5th grade reading students had 85% approach grade level, 67% met the standard, and 50% mastered grade level expectations. For 5th grade math we had 90% approach grade level, 72% meet the standard and 38% mastered grade level expectations.

Fifth grade science scores had 90% of students approaching grade level, 56% met the standard, and 34% of students mastered grade level expectations.

Student Learning Strengths

In our relationship to our state comparison group, our scores were in the top quartile in most content areas across all grades. Porter was in the first quartile in 3rd grade math approaches, meets and masters. Porter was in the top quartile in 4th grade reading in approaches and masters. Fourth grade math was in the top quartile in meets. Fourth grade writing was in the top quartile in approaches, meets and masters. Fifth grade reading was in the top quartile in meets and masters. Fifth grade math was in the top quartile in meets.

Fifth grade science was the top school in our comparison group as well as the top quartile in meets and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Having the Deaf Ed. program on our campus does put our special education numbers at 18.1% of our campus population which ranks 3rd 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: Our Hispanic population has steadily increased over the past couple of years and those students are not performing as well as other sub groups. **Root Cause:** Many houses around our campus are being rented out and several of our Hispanic families have become more mobile coming in and out. Our mobility rate has gone up a bit and this is a contributing factor to performance.

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 will continue to use 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, data 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

Grade levels plan with fidelity together to ensure consistency and making sure TEKS and curriculum are covered.

Teachers use student data folders helping students to take ownership of their learning. Data meetings are held monthly to review any new testing or review student progress or further testing we feel might need to be done. We make sure to discuss our tiered students and accommodations that have been tried to see if we need to address any new concerns or make changes in the current plans.

PTA is strong at Porter and there is a lot of help and support that can be tapped into here. More than 25 thousand dollars have been spent each year due to funds generated from our Panther Race we have each year. PTA also helps us reach families to come in and help read to students as well as offer and classroom support needed.

We now have a full time math interventionist which will help us to serve more of our students that were having to be served in the classroom.

Student discipline is less at Porter that allows more time for uninterrupted instruction.

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. We are now 1-1 with technology that will allow our staff to utilize Canvas when lessons are applicable, and now all teachers will have a SMART TV 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: There have been more tiered students than we have been accustomed to in the past 3 years due to some learning gaps. **Root Cause:** COVID has affected the way we have had to do small groups and attendance rates face to face slipped when students had to be quarantined.

Problem Statement 2: Kindergarteners have not come into Porter with as strong as they have come in the past in regards to their literacy. **Root Cause:** Many of our families had significant life changes as a result of COVID and the number of stay at home Moms decreased significantly which contributed to families being able to help as much at home as they have in the past.

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 students felt that the school was a safe place to be. They feel loved and cared for by our teachers. According to staff surveys, 92% of staff feel as though the school culture is positive with high staff morale.

Parents are highly involved and always willing to help at a moments notice, and we have a PTA that works tirelessly to help support our teachers and school.

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 provides Porter with 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.

The student mobility rate at Porter is low compared to state comparison groups which provides students with stability and familiarity with the processes we have at Porter.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Porter parents communicated through a survey that they felt as if they did not know the full extent of where their child was struggling due to lack of communication from staff. **Root Cause:** Parents expressed that they had not heard from their teacher. Most communication was via email and not face to face or phone call.

Priority Problem Statements

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 and mathematics 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. MCLASS reading K-2

4. Istation Reading (3-5)

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

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Build capacity to implement the district literacy plan at the campus level.</p> <p>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. Provide teachers opportunities for teachers to have professional development off campus E. Provide teachers with the opportunity to take campus walks and observe other classrooms on campus. F. Utilize Reading Academy strategies in the classroom</p> <p>Staff Responsible for Monitoring: Administration LOL team Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 199 - General Funds - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 2: Use frequent and systematic assessment of student performance to direct and improve instruction while focusing on continuous improvement.</p> <p>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. c)Using continuous improvement walk through forms to help guide instruction d) Students will use data folders to help take ownership of instruction.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Reading and Math Interventionists Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Implement the campus literacy plan through established priorities for system-wide literacy practices.</p> <p>Actions: 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</p> <p>Staff Responsible for Monitoring: Administration, Academic coaches</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Provide support to specialized programs</p> <p>Actions: a. Special Education teachers will receive support from the new special education 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Funding Sources: SMART TV, Literacy materials - 199 - General Funds - \$2,000</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Implement the reading academies and coaching model established by TEA based on the HB3 requirements.</p> <p>Actions: a) Participate in principal, 2nd, 3rd and Deaf Ed 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</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Academic Coach and District Trainer.</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 6 Details | Reviews | | | |
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| <p>Strategy 6: Continue to develop and implement campus wide instructional practices to support English learners.</p> <p>Actions: a) Use ELL coaches to help train staff with strategies they can use in the classroom b) Making ELL students a focus in our data talks as we look to increase scores with all of our ELL students</p> <p>Staff Responsible for Monitoring: ESL coach Principal and Assistant Principal Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas per HB 4545</p> <p>Actions: a) Students will be tutored during WIN times and before and after school b) Reading and Math interventionists will be used as case managers to help follow the progress of our accelerated instruction c) Teachers will use district provided curriculum and work to pre-load instruction to keep students from falling behind in the given subject areas. d) Campus will utilize ESSER funds to pay for tutorials for before and after school tutorials.</p> <p>Funding Sources: ESSER Tutors - ESSER - \$8,763</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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

Evaluation Data Sources: Behavior RTI Data Sheets

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Implement our campus positive behavioral RTI and support program.</p> <p>Actions: 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>Staff Responsible for Monitoring: All Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: District and school surveys

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------|------------------|
| <p>Strategy 1: Use the district approved program Capturing Kids Hearts that teaches social-emotional skills.</p> <p>Actions: A. Implement district program Sanford-Harmony with teachers and counselor provided lessons B. Ensure Capturing Kids Hearts strategies are being used in the classrooms with walk-through checks. D. Providing mentors by partnering with local churches. E. Six weeks team building activities will be done with each grade level F. Service projects will be done by each grade level G. WATCH Dogs will be on campus to help students feel safe, but also we want our WATCH Dogs to help serve as mentors.</p> <p>Staff Responsible for Monitoring: All Staff</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Implement district wide program Sanford Harmony</p> <p>Actions: 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.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Teachers</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

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 4: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.

HB3 Goal

Evaluation Data Sources: Historical performance by student subgroup on state and district assessments

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Implement plans for third and fourth grade students who did not attain the approaches expectation on the 2021 STAAR test.</p> <p>Actions: a) Implement accelerated instruction according to HB4545 b) Adjust instruction based on data meetings and reviewing progress. c) Monitor hours needed by using reading and math interventionists as case managers.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches Reading and Math interventionists teachers</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walk-throughs. d) We will have 2 data nights for students to share data with their parents.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal Academic Coaches</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | | |

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.

Evaluation Data Sources: Pulse

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Develop and implement a campus-wide program incentive program to increase student and staff attendance.</p> <p>Actions: 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>Staff Responsible for Monitoring: All Staff</p> <p>Funding Sources: - 199 - General Funds - \$800</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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.

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Develop and implement a campus program that promotes an accident-free work environment Actions: 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. Staff Responsible for Monitoring: Administration | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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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> | | | | |

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

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%.

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Comply with all training provided by the district addressing employee safety. Actions: A. Forward information provided to all faculty and staff regarding employee safety. B. Complete all required safety trainings Staff Responsible for Monitoring: All Staff | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

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

| Strategy 1 Details | Reviews | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Implement the campus plan and all required required compliance plans. Actions: Meet 3 times a year to review campus plan and evaluate progress. Staff Responsible for Monitoring: Admin LOL Team | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 4: The campus will implement the Standard Response Protocol to maximize safety for all students and staff.

| Strategy 1 Details | Reviews | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| <p>Strategy 1: Drills will be performed monthly to ensure staff and students are trained to handle all emergency procedures.</p> <p>Actions: 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. D. Navigate 360 will be used to aid in communication during drills or actual emergencies.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers on safety team</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <p>  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | | |

State Compensatory

Budget for W.A. Porter Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

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Personnel for W.A. Porter Elementary

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------|-------------------------|------------|
| Debra Byczek | Reading Interventionist | 1 |
| Tamra Byrket | Math Interventionist | 0.5 |

Campus Funding Summary

| 199 - General Funds | | | | | |
|--------------------------|-----------|----------|------------------------------|--------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | | | \$2,000.00 |
| 1 | 1 | 4 | SMART TV, Literacy materials | | \$2,000.00 |
| 2 | 1 | 1 | | | \$800.00 |
| Sub-Total | | | | | \$4,800.00 |
| 199 - General Funds: SCE | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 4 | 1 | Intervention Personnel | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| ESSER | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 7 | ESSER Tutors | | \$8,763.00 |
| Sub-Total | | | | | \$8,763.00 |
| Grand Total | | | | | \$13,563.00 |

Addendums