# TROUT PRIMARY
## Campus Improvement Plan
## 2023/2024

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Date Reviewed:                                        Date Approved:

# Vision

*Lufkin…your best choice for education!*

# Mission

*To educate and equip all students for success through exceptional learning experiences*

# Beliefs

*We believe Lufkin ISD staff is our greatest asset.*

*We believe all students can learn.*

*We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.*

*We believe Lufkin ISD must continually progress in everything we do.*

*We believe Lufkin ISD is the district of choice.*

*We believe our community's involvement and diversity are essential for maximizing student learning.*

# Lufkin ISD
# Goals & Objectives

**Goal 1:  Demonstrate sustained growth in student academic achievement**

- Objective 1:  Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2:  Improve, sustain, and support student attendance and decrease truancy
- Objective 3:  Improve, sustain, and support the graduation rate and prepare college/career-ready students

**Goal 2:  Provide all students and staff members with a safe, healthy, supportive learning environment**

- Objective 1:  Provide a safe and secure environment for students and staff
- Objective 2:  Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3:  Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

**Goal 3:  Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale**

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

# TROUT PRIMARY Site Base

| Name | Position |
|------|----------|
| Henderson, Tarsha | Principal |
| Aguilar, Amanda | Assistant Principal |
| Pegram, Cara | Instructional Coach |
| Taylor, Teshella | Counselor |
| Sullivan, Megan | Dyslexia Specialist |
| Breanna, Horn | Parent |
| Limbrick, Kristin | Parent |

# Comprehensive Needs Assessment

# Demographics

## Demographics Strengths

- Campus-wide understanding of cultural diversity and cultural responsiveness
- Streamlined district-wide curriculum that supports student success due to high level of inner-district mobility rate.
- Decreased retention rates
- Ethnic diversity of students on campus
- Backpack Buddies – weekend food program to provide nutritious food to students identified as needing assistance.
- Dyslexia therapist on campus leading academic interventions
- PBIS implemented for campus behavior strategies
- Counselor, assistant principal, and behavior paraprofessional maintain the RTI behavior intervention program
- Behavior aide full-time to assist with RtI-B student needs and discipline issues to provide support to students.
- Community corporation adoption of Trout students for Christmas secret Santa project
- Office staff monitors attendance and makes personal calls and home visits as needed.
- Availability of Rosetta Stone and K-12 Summit program for ELL students
- Research-based Social Emotional Learning program administered which includes lessons on bullying, conflict resolution, and social skills
- Black History Month Hall of Honor display in the hallway
- Special Education teacher meets the needs of all IEPs
- Increased exposure of technology to all students such as Smart Panels, media rotation during specials, classroom computer time, use of iPads, as well as various computer programs and applications
- Quiet start for RTI-B students
- 21st Century Grant After School Program for any student that needed extra support at school with academic time and social/creative experiences.

## Demographics Weaknesses

- Focus on targeted interventions that meet the needs of students performing below grade level, as well as provide additional small group or individualized tutoring for students at risk of failure.
- Lack of cultural diversity awareness on the campus
- All staff in need of training opportunities to assist students with RTI-B students.

## Demographics Needs

# Comprehensive Needs Assessment

## Demographics Needs (Continued)

- Pursue programs/events to support parents with instructional strategies to assist with student learning at home
- Greater implementation of ELPS strategies into lesson planning and student instruction
- Increase opportunities to promote cultural awareness campus-wide, including Black History month
- Increase the number of teachers with ESL certification
- Continue to provide training for all staff on behavioral interventions
- Continue focus on refinement of targeted interventions for at-risk students
- Increase minority staff, teachers, and volunteers on campus to provide role models for students.

## Demographics Summary

- Focus on targeted interventions that meet the needs of students performing below grade level, as well as provide additional small group or individualized tutoring for students at risk of failure.
- Increased focus will be placed on the cultural diversity of the campus to promote awareness.
- Research and implement new training opportunities to assist all staff with RTI-B students.
- Continue to pursue opportunities to provide parents with ways in which to assist their child's education at home.

# Student Achievement

## Student Achievement Strengths

- RTI campus interventions designed by literacy specialist and instructional coach for students performing below grade-level expectations.
- Neuhaus reading curriculum utilized K-2.
- mClass progress monitoring and creation of new bursts based on student skills used to create intervention groups.
- Instructional Coach to provide assistance with grade-level lesson planning based on student needs.
- Social-Emotional Learning (SEL) model utilized campus-wide.
- Progress monitoring throughout the 9 weeks by teachers and the administrative team.
- Reading data notebooks are utilized in all K-2nd grade classrooms for monitoring reading instruction and curriculum delivery.
- Use of the Daily 5 Reading model in all K-2 classrooms with separate times for science and social studies.
- Critical reading skills developed through whole group instruction during Daily 5/Café lessons.
- Use of a warm-up activity daily for math critical thinking skills and spiraled practice.
- Use of rigorous district-designed math curriculum and TEKS Resource System.
- District-wide discipline plan that includes student behavioral expectations.
- PBIS used as a campus-wide behavior expectation model – The Trout Way…Every day.
- Private YouTube channel with social skills videos created by campus counselor.

# Comprehensive Needs Assessment

## Student Achievement Strengths (Continued)

- Words in Action vocabulary kits are used in all grade levels.
- RTI-B plan established for student support of the behavioral need.
- Opportunities for hands-on, investigative time in science exploration.
- Incorporation of Lego Learning with STEAM.
- STEM classroom libraries.
- Weekly team conference meeting for lesson planning utilizes data to drive instruction.
- All Kinder and 1st Graders are screened for signs of dyslexia per state law.
- Students identified for dyslexia intervention and testing per monitoring and teacher input.
- Young Scholars program offered to second-grade students as an enrichment.
- Dreambox and Amplify/iRead  for each student.
- Heggerty is in use in Kindergarten through second grade.
- Developing Number Concepts kits available for use in second grade and Reagan Tunstall Guided Math kits. available in Kindergarten and First grade to assist with implementation of Guided Math.
- Use of Boom Cards available in Kindergarten through second grade are used to increase phonemic awareness skills.
- Focus during data meetings on the whole child and address variables that affect achievement.

## Student Achievement Weaknesses

- To further develop critical thinking abilities specifically in the domains of mathematics and reading.
- Emphasis on the writing process with greater intensity and purpose through lesson planning.
- Lack of rigor of instruction in reading, writing, and math.
- A weakness pertains to the continued emphasis on enhancing campus behavior and classroom management solely through the support of the campus-wide Positive Behavioral Interventions and Supports (PBIS) plan and weekly Social Emotional Learning (SEL) lessons.
- Address student achievement based on data regarding any academic gaps in math and reading.

## Student Achievement Needs

- Increased rigor of instruction and heightened student engagement through daily classroom lessons.
- Continued emphasis on writing as a process, particularly in second grade.
- Increased use of academic vocabulary in classroom instruction.
- A research-based math intervention program that targets specific student needs based on areas indicated as below expectations on student data assessments is needed.
- Further training and resources provided for small-group math instruction.
- Assess students' progress or regression using screeners, teacher/parent input.
- Address the concerns raised by data regarding any academic gaps in reading or math with training/resources.

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

- Continued emphasis on training and resources for ELPS strategies.
- Training on TEKS Resource System and procurement of any resources needed to implement.

## Student Achievement Summary

- Focus on increasing critical thinking skills in the areas of math and reading.
- Emphasis on the writing process with greater intensity and purpose through lesson planning.
- Continue support and guidance from the DOI staff and the leadership team on ways to increase the rigor of instruction in reading, writing, and math.
- Continue focus on improving campus behavior and classroom management through support of the campus-wide PBIS plan and weekly Social Emotional Learning (SEL) lessons .
- Address student achievement based on data regarding any academic gaps in math and reading.

# School Culture and Climate

## School Culture and Climate Strengths

- All parents receive a positive contact regarding their child in the first two weeks of school.
- Open lines of communication between parents and staff via phone calls, conferences, emails, Class dojo, and notes
- Foster Grandparent volunteer program on campus.
- Remind app used for dissemination of campus and district information to staff members by the principal.
- Utilized Remind and Class Dojo to communicate with parents.
- Daily announcements that include pledges and PBIS behavior expectations.
- Dismissal procedures that promote campus safety such as high monitoring of drop off/pick up zones and signing out of students.
- PBIS system in place for behavior, including the use of restorative practices.
- Time provided for behavioral and procedural "teach-tos" during the first 5 weeks of school.
- Small group counseling is utilized to establish positive relationships.
- Attendance awards and incentives for students and staff.
- Staff luncheons 4 times a year.
- Campus-wide events such as Grandparents Day Celebration, Literacy Night, Meet the Teacher, Family Picnic First Grade, Fall Festival, etc.
- Mentor volunteers from Angelina College and Junior Achievement.
- Accelerated reader incentives and goal parties.
- Student data/goal folders completed with students and teacher.
- Intern SFA student teachers housed on campus.
- Procedures for all campus visitors, including the use of Raptor software system, limited access through the front office only, and required visitor ID or employee badge.

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

- Safety drill schedule maintained for fires, evacuations, bad weather, and campus lock-downs.
- Updated Campus Crisis Plan to secure the safety of students if needed in an emergency
- Campus safety procedures such as magnetic door markers which allow doors to stay locked, yellow crash buckets, Stop the Bleed training, and staff ADD (Avoid, Deny, Defend) training.
- Campus safety procedures enhanced by district training in Trauma-Informed behavior, cybersecurity, and mental health/suicide prevention.
- Use of CPI Crisis Developmental Model teams when situations warrant their use.
- Increased presence of School Resource Officer on campus.

## School Culture and Climate Weaknesses

- Foster a sense of pride in the community by increasing involvement in student service projects and possibly parent service project.
- The campus will actively pursue the recruitment of volunteers for school-wide activities through the implementation of a PTK organization.
- Increase awareness among parents of opportunities in which they can participate in their child's education (parent involvement opportunities and educational resources) through ClassDojo and Remind.

## School Culture and Climate Needs

- Continual updating of safety and security measures and training to maintain a secure environment for staff and students.
- Utilize Avoid, Deny, Defend Training.
- Develop procedures to keep all outside doors locked.
- Continue to define emergency procedures for common areas and substitute teachers
- Develop a school program for student one-on-one mentorships.
- Involvement in service projects to develop a sense of pride in the community with all stakeholders.
- Continue to pursue more opportunities for meaningful parent involvement in campus activities, including the growth of the PTK.
- Pursue opportunities such as workshops or sessions where teachers and parents can discuss homework, study skills, and ways to assist in their student's education.
- Reduce the number of tardies and early check-outs.
- Inventory and replace any missing contents of emergency supplies in the office and classrooms.
- Increase connectivity of parents to Class Dojo.
- Increase free educational resources for parents.

## School Culture and Climate Summary

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

- Foster a sense of pride in the community by increasing involvement in student service projects and possibly parent service project.
- The campus will actively pursue the recruitment of volunteers for school-wide activities through the implementation of a PTK organization.
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# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Strengths

- The leadership team is accessible and supports staff and student needs.
- Mentor teachers assigned to first-year teachers to provide guidance and support.
- T-TESS goals are set and supported by all professional staff.
- Designated team planning days to promote grade-level cohesiveness and provide instructional support to teachers.
- Campus interventionists trained by literacy specialist and instructional coach.
- Full-time counselor on staff to assist with behavior interventions.
- Instructional coach and literacy interventionist on campus to aid with data disaggregation and support instruction.
- Campus committees to facilitate campus needs and provide staff input.
- Full-time special education teacher.
- Certified RN on campus.
- Campus leadership is visible and accessible.
- Ongoing professional development and learning opportunities offered through Responsive Learning and DOI staff.
- Time for new teachers to observe mentor teachers
- Additional planning time built into the schedule for grade-level interventionists.
- Full-time behavioral interventionist.

## Staff Quality, Recruitment and Retention Weaknesses

- Video enhanced coaching will be implemented campus-wide to elevate teacher instruction.
- The leadership team will work with the HR department to recruit highly qualified minority staff members that better reflect the demographics of the campus student population.
- Encourage and provide resources for all professional staff members to pursue ESL certification and certifications needed for current or desired future positions.
- Continue to include math professional development opportunities.
- Continue professional development needed to increase the effectiveness of staff in meeting the needs of the students both academically and socially, including professional development in virtual instruction as warranted.

# Comprehensive Needs Assessment

**Staff Quality, Recruitment and Retention Weaknesses (Continued)**

**Staff Quality, Recruitment and Retention Needs**

- Increase the number of teachers with ESL certification.
- Use of video-enhanced coaching as a model to elevate instruction campus-wide and enhance student learning.
- Continued recruitment of more professional minority staff members.
- More small group math instructional strategies provided to teachers.
- Paras and staff cross-trained on basic office functions and minor nurse functions, to continue services when staff may be unavailable or absent.
- Continue professional development needed to increase the effectiveness of staff in meeting the needs of the students both academically and socially.
- Continue providing opportunities for leadership among staff.

**Staff Quality, Recruitment and Retention Summary**

- Video enhanced coaching will be implemented campus-wide to elevate teacher instruction.
- The leadership team will work with the HR department to recruit highly qualified minority staff members that better reflect the demographics of the campus student population.
- Encourage and provide resources for all professional staff members to pursue ESL certification and certifications needed for current or desired future positions.
- Continue to include math professional development opportunities.
- Continue professional development needed to increase the effectiveness of staff in meeting the needs of the students both academically and socially, including professional development in virtual instruction as warranted.

# Curriculum, Instruction and Assessment

**Curriculum, Instruction and Assessment Strengths**

- Full-day special education teacher to address student intervention needs.
- Specific process for analyzing and completing STAAR formatted reading passages for 2nd-grade students modeled by teachers and utilized by students.
- Literacy interventionist to design and oversee the reading intervention program.
- Weekly team planning sessions to create grade-level shared lesson plans.
- DOK questioning and HOTS cards are utilized by teachers to enhance critical thinking skills.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

- Classroom libraries with updated reading materials on student levels and STEM libraries.
- Increased focus on writing strategies campus-wide.
- Second-grade writing project each nine weeks.
- Interventionists trained by literacy coordinator.
- Dyslexia intervention program.
- Specials clubs including Running Club and Honor Choir.
- Superior Deaf Ed and Special Ed programs that implement the district curriculum.
- Technology incorporated into daily lessons in all academic areas (Fusion, BrainPOP, Texas Weekly Readers, HMH curriculum, Smart Panels).
- Words in Action vocabulary development kits used K-2.
- Lego STEAM program available for campus-wide use.
- Weekly planning and review of the assigned subjects for quality lesson plans and more sharing of resources amongst teachers.
- Roadrunner Reading Club (2nd Grade Novel Study, 1st Grade AR Challenge).
- Accelerated Reader incentives
- Each 9 weeks teachers meet with admin to review student data and formulate plans to further student success

## Curriculum, Instruction and Assessment Weaknesses

- Constant review of student data from various assessments to identify and evaluate students' needs.
- Training district screeners on usage/analysis of data
- Vertical team planning meeting(s)/training will be pursued to promote a greater understanding of students' academic goals in each grade level
- Teachers will seek increased enrichment opportunities for above-grade-level students that challenge thinking and the creative process
- Enhance the current HMH reading program, and increase student engagement, love of reading, and vocabulary by researching, selecting, and purchasing additional quality literature that compliments HMH genres, themes of study, and Social Studies/Science content integration
- Continue to research and procure additional resources to implement rigorous guided math stations

## Curriculum, Instruction and Assessment Needs

- Increase communication with sister campus to prepare 2nd-grade students for the rigor of the 3rd-grade curriculum
- Increased enrichment opportunities for advanced students during school hours
- Vertical planning time to address student needs
- Reading incentive program for Kindergarten
- Math intervention resources and additional manipulatives needed for 2nd-grade classrooms
- Professional development on the implementation of guided math kits
- Targeted instruction on text fluency
- Additional instructional training for para-professional interventionists

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

- Training in the implementation and disaggregation of data in mClass, Dreambox and DRA2 for K-2 staff and interventionists plan according to student needs for small group instruction and interventions
- Provide parents and students with more guidance and ideas on how to access/utilize online resources and instruction for all students, along with parent communication through Remind, phone calls, and ClassDojo to better support students' needs within and outside of the classroom
- Counselor and Behavior Management Coordinator continue to research and implement research-based interventions for students with Response to Intervention – Behavior plans.

## Curriculum, Instruction and Assessment Summary

- Constant review of student data from various assessments to identify and evaluate students' needs.
- Training district screeners on usage/analysis of data
- Vertical team planning meeting(s)/training will be pursued to promote a greater understanding of students' academic goals in each grade level
- Teachers will seek increased enrichment opportunities for above-grade-level students that challenge thinking and the creative process
- Enhance the current HMH reading program, and increase student engagement, love of reading, and vocabulary by researching, selecting, and purchasing additional quality literature that compliments HMH genres, themes of study, and Social Studies/Science content integration.
- Continue to research and procure additional resources to implement rigorous guided math stations.

# Family and Community Involvement

## Family and Community Involvement Strengths

- Literacy partnership fundraising campaign and partnership with retail merchants
- Home visits for parents unable to come to the school
- Frequent parent/teacher conferences to meet the needs of the students
- Red Ribbon Week Activities
- Increased use of Remind and Class Dojo to connect with parents, including highlighting learning activities within classrooms
- Campus events such as Veterans Day, Grandparents Day, grade level programs, Kindergarten graduation, Field Day, light up for literacy, Bunny Run, Fall festival, etc.
- Parent communication folders sent home regularly.
- RTI A and/or RTI B meetings for students in need of academic and/or behavior assistance
- Parent information night in the fall to inform parents of grade-level student learning goals and expectations
- Lufkin Seventh Day Adventist adoption provided clothing and Christmas items for students and families
- Kindness Week activities promoted, including on ClassDojo
- Junior Achievement Day: Community members teach our students about financial literacy.

# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses

- Actively pursue opportunities virtual and in-person how to educate parents on ways they can assist their child's education.
- Increase efforts and opportunities to gain active participation in the parent/ teacher (PTK) group. Send out a form to volunteer/send donations for PTK twice a year.
- The campus will actively seek to partner with a men's civic group to provide positive mentorship for male students in need.

## Family and Community Involvement Needs

- Increase the membership and involvement in the campus parent/teacher group through active recruitment and participation opportunities.
- Provide assistance for parents to understand academic standards & how to monitor their child's progress.
- Provide materials and training to help parents work with children to improve achievement
- Educate teachers & relevant staff on the value and utility of working with parents (Template)
- Coordinate/integrate PFE programs & events
- Document meetings & activities; upload in PFE Google drive
- Increase and promote volunteer opportunities for parents and community members that address campus and student needs
- Actively pursue opportunities to educate parents on ways they can assist their child's education, such as activities (fun ways to incorporate learning outside the classroom) that can be completed at home through ClassDojo
- Create a partnership with a men's civic group to provide mentors for male students in need of positive role models

## Family and Community Involvement Summary

- Actively pursue opportunities virtual and in-person how to educate parents on ways they can assist their child's education.
- Increase efforts and opportunities to gain active participation in the parent/ teacher (PTK) group. Send out a form to volunteer/send donations for PTK twice a year.
- The campus will actively seek to partner with a men's civic group to provide positive mentorship for male students in need.

# School Context and Organization

## School Context and Organization Strengths

- A highly visible administrative team that communicates effectively with staff through a variety of means.
- Campus pledge highlights 4 key expectations and is recited daily during morning announcements.
- Common scheduled time for the library, computer, and guidance that maintains consistency of daily schedule and reduces transitions.
- The flexibility of schedule revision to meet the needs of students.

# Comprehensive Needs Assessment

## School Context and Organization Strengths (Continued)

- Regular teacher observations/walk-throughs with observational feedback provided.
- Grade-level team leaders used to gather and disseminate campus information.
- Mentors for new teachers.
- Instructional aides are utilized effectively to improve student achievement in math and reading.
- Clearly defined student expectations are in place (PBIS).
- The willingness of staff to assist with instructional priorities.
- Instructional Coach who assists with lesson planning and data disaggregation.
- Weekly grade level meetings with the leadership team.
- Google data tracker that is maintained by teachers and utilized by administrative staff to monitor student needs and progress.
- Campus committees collaborate to improve all areas of the school environment.
- Provide peer observations of teachers to share strengths and strategies.
- Hard to teach concepts modeled by campus instructional coach.
- Provided acclimation opportunities such as learning journeys for students who are transitioning to another campus.
- Campus housed a lab school for SFA's teaching program interns.
- Collaborative common planning time on ways to implement best practices in all areas.

## School Context and Organization Weaknesses

- Provide leadership opportunities for staff members and establish an encouragement for continued education and professional development.
- Promote a culture of excellence and high expectations for teachers and students on the campus through the use of a campus data room to monitor student progress in math and reading as well as create collaborative processes to share STEM, science, and social studies strategies.
- Work closely with the District Education Center to provide teachers with instructional material to close any gaps in instruction.

## School Context and Organization Needs

- Provide parent education opportunities through family events, newsletters, ClassDojo.
- Developing the leadership capacity of campus personnel.
- Additional support in the areas of science, STEM, and social studies is provided by the District Education Center.
- Teacher-led instructional training opportunities.
- Additional support in mathematics provided by the DEC.
- Increase reminders of clear expectations through a variety of means, such as email, Remind, newsletters, etc.

## School Context and Organization Summary

- Provide leadership opportunities for staff members and establish an encouragement for continued education and professional development.
- Promote a culture of excellence and high expectations for teachers and students on the campus through the use of a campus data room to monitor student progress in math and reading as well as create collaborative processes to share STEM, science, and social studies strategies.
- Work closely with the District Education Center to provide teachers with instructional material to close any gaps in instruction.

# Technology

## Technology Strengths

1:1 technology device to student ratio as needed
Campus-wide use of ClassDojo as part of PBIS and increased communication
Remind is utilized by administrators to communicate with parents and staff
25 Chromebooks for use in library rotation to teach computing skills
12 Ipads per classroom for student use
26 Osmos and 12 Osmo Coding Kits available for classroom use
Dot and Dash robots (6) purchased to focus on coding
Use of Remind and Class Dojo for parent communication
Digital signage in the foyer to provide information to parents
Document cameras and Smart Panels placed in all K-2 classrooms
Classroom use of Epic, Amplify, DreamBox, and BrainPop
Accelerated Reading program for 2nd-grade students
Smart Panels and Ipad training provided by the technology department
Skyward online student registration
All teachers have access to a color laser printer
Campus/teacher web pages updated
Remind app used campus-wide for staff communication
DVD player per grade level
Sound level microphone
Teacher laptops for enhanced planning for instructional opportunities
Two SWIVLs available for classroom/campus use
Wireless keyboard for each teacher to promote student input/manage behavior
Additional technology training attended by teachers
QR code available for office referrals
Boom Cards provided through Education Foundation Grant
2nd grade utilizes green screen technology to create student-led news videos for the campus

## Technology Weaknesses

# Comprehensive Needs Assessment

Training in the use of the latest technology programs and apps for digital learning in the classroom
Offer training and/or resources for parents on available technology to use at home, such as educational programs and Skyward use to check grades
Continue to explore and implement new ways to promote student use of technology through projects, clubs, and assignments

## Technology Needs

Additional use of available apps in classroom instruction
Continued training is needed for current programs and equipment such as Smartpanels
Training and more guidance for parents to utilize and update Skyward online Parent Portal for registration and reviewing online grades
Wireless headphones
Implementation and content integration of technology programs that can be used by students with iPads
STEM/Robotics Club for students
Glass screen protectors for each iPad
Offer training and/or information for parents on available technology to use at home
Utilize the wealth of knowledge at LISD Technology to create staff development to further use of available technology
Designee to be trained and implement media on the digital signage to be placed in the cafeteria

## Technology Summary

Training in the use of the latest technology programs and apps for digital learning in the classroom
Offer training and/or resources for parents on available technology to use at home, such as educational programs and Skyward use to check grades
Continue to explore and implement new ways to promote student use of technology through projects, clubs, and assignments

# TROUT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 1.** (Student Academic Achievement) Improve, sustain, and support academic student performance at or beyond grade level

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Rules and procedures for all areas will be taught and maintained campus-wide to convey high academic and behavior expectations. "Teach-to" activities will be utilized and reviewed to promote student success and understanding of the goals and expectations. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.3,4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Local Assessments, small group instruction |
| 2. Utilize training opportunities that support teachers with the continued increase in the rigor of instruction in areas of reading, writing, math, and science/social studies through training sessions provided by the LISD District Education Center, Region Service Center, Digital Learning, and other outside resources. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Directors, Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Agendas for planning sessions<br>Frontline documentation<br>Lesson plans<br>Increased student engagement |
| 3. Campus staff will maintain a reading incentive program for 1st and 2nd grade through the AR program and the campus will continue to enhance classroom libraries and the library with books that contain diverse characters and media to promote diverse characters. (Title I SW Elements: 2.2,2.6) (Target Group: 1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,4,4.1) | Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds | Criteria: AR data<br>Teacher documentation |
| 4. Teachers in 1st and 2nd grade will model a specific process (TRAP) for students to utilize when analyzing and completing STAAR formatted reading passages. The administration will utilize an observation form to provide appropriate feedback to the teacher. (Title I SW Elements: 2.2,2.5) (Target Group: 1st,2nd) (Strategic Priorities: 2) (ESF: 4) | Assistant Principal(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: CBA results<br>Observation data |

# TROUT PRIMARY

**Goal 1.**  (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 2.**  (Supportive Learning Environment) Improve, sustain, and support student attendance and decrease truancy

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1.  The campus will recognize students' improvements in behavior, academic, and attendance areas with incentives and rewards. Incentive prizes are given and a STAR student is chosen each nine weeks to support positive behavior. Students are celebrated every nine weeks and throughout the year.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Digital signage presentations Class Dojo messages Report cards Attendance data |
| 2.  Enrichment opportunities will be provided to students who excel in reading and math through the use of the Roadrunner Reading Club, STEAM activities, UIL participation, Young Scholars for second grade, Junior Achievement, and other advanced activities.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3.1,4.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds | Criteria: UIL team reports activity rosters AR data |
| 3.  Assess students' academic progress or regression and address any concerns raised by data.  (Title I SW Elements: 2.2,2.6)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 5,5.3) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds, (S)State Compensatory | Criteria: Local screeners Teacher/Parent input Report Cards |
| 4.  Increased opportunities for hands-on, investigative activities to promote social learning and STEM.  (Title I SW Elements: 2.2) (Target Group: All)  (ESF: 4.1,5.3) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: DEC planning sessions minutes STEM Academy visits Lesson plans Increased student engagement |
| 5.  The school will monitor student attendance with phone calls and letters to absent students as well as incentives for excellent attendance.  (Title I SW Elements: 2.2,2.6)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.3,3.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Attendance data Remind log |
| 6.  The campus will utilize funds to purchase to promote students' success, such as academic, | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), | 23-24 | (F)Title I, (O)Activity Funds | Criteria: mClass STAR AR/AM |

# TROUT PRIMARY

**Goal 1.**    (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 2.**    (Supportive Learning Environment) Improve, sustain, and support student attendance and decrease truancy

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| attendance, and positive behavior success or improvement.  (Title I SW Elements: 2.2,2.6) (Target Group: All)  (Strategic Priorities: 2) (ESF: 3,3.1,4,4.1) | Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | | | Attendance records ClassDojo reports Teacher input |
| 7.  In an effort to increase parent and community involvement, Trout administrators and teachers will increase communications with parents and stakeholders to report student progress and promote participation in their student's education through: • website • teacher webpages • ClassDojo • phone calls/text messages • Remind app • emails • newsletter/notes • parent/teacher meetings • school/community events  (Target Group: All) (Strategic Priorities: 2)  (ESF: 3,3.1,3.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (O)Activity Funds | Criteria: Parent conference schedules Parent communication logs Sign-in sheets Newsletters/notes Remind ClassDojo Campus calendar |
| 8.  Trout staff will continue to provide partnerships with the community and businesses to support student attendance, positive behaviors, teacher morale, and general school needs such as supplies and volunteer opportunities.  (Title I SW Elements: 2.1)  (Target Group: All)  (ESF: 3,3.1,3.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Trout staff will continue to provide partnerships with the community and businesses to support student attendance, positive behaviors, teacher morale, and general school needs such as supplies and volunteer opportunities. |

# TROUT PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 3.** (Positive Learning Environment) Improve, sustain, and support the graduation rate and prepare college/career-ready students

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The campus will recognize students' improvements in behavior, academic, and attendance areas with incentives and rewards. Incentive prizes are given, and a STAR student is chosen each nine weeks to support positive behavior. Students are celebrated every nine weeks and throughout the year. (Title I SW Elements: 1.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,5,5.1,5.2,5.3,5.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Decreased office referrals Increase in attendance Decrease in tardies |
| 2. Enrichment opportunities will be provided to students who excel in reading and math through the use of the Roadrunner Reading Club, STEAM activities, UIL participation, Young Scholars for second grade, Junior Achievement, and other advanced activities. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (O)Activity Funds | Criteria: UIL team reports activity rosters AR data |
| 3. Student data will be disaggregated and reflection of student performance and progress will be monitored so that instruction can be delivered that specifically meet the needs of students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.1,5,5.1,5.3) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Teacher(s) | 23-24 | (F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory | Criteria: Curriculum based assessments mCLASS data AR data, report cards Teacher designed assessments |
| 4. Trout Primary will ensure vertical and horizontal alignment through collaboration with primary and elementary campuses: • reviewing academic and behavioral data • vertical planning • school events (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3) | Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds, (S)State Compensatory | Criteria: Collaborative Meetings Lesson Plans STAAR data mCLASS Curriculum Based Assessments RtI-B data Campus calendar |

# TROUT PRIMARY

**Goal 2.** (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** (Safe Environment) Provide a safe and secure environment for students and staff

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1.  Plans to provide safety for all during arrival and dismissal include a sign-in log at the front office for all staff/visitors, additional monitors on duty, student ID tags on backpacks, use of iDismiss, and labeled window tags required for all vehicles. Increased safety measures such as, updated safety buckets and contents, all interior doors locked, key management system, and Avoid, Deny, Defend intruder training for all staff members. Maintain "No cell phone" and "Deaf Children Zone" signs in visible areas of student drop off/pick up. Have "WEAPONS-FREE", "DRUG-FREE", and "ALCOHOL FREE" SCHOOL ZONE signs on display at the school entrance. (Title I SW Elements: 2.2,2.3)  (Target Group: All,K,1st,2nd)  (Strategic Priorities: 2)  (ESF: 3.1,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Paraprofessional(s), Principal | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Evidence of students following the Trout Way. Successful procedures and systems in place. |
| 2.  The implementation of a campus behavior plan was developed and continues to be updated based on the district PBIS model. The staff will be provided training on PBIS program implementation, Social-Emotional Learning, Project Restore, and Trauma-Informed to support the campus mission which strives to provide a safe and nurturing learning environment where all students are successful. (Title I SW Elements: 2.2)  (Target Group: All)  (ESF: 3,3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title III Bilingual / ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory | Criteria: Counselor meetings with teachers and students on progress. Frontline Sign-in Sheets from trainings Attendance data Report Cards |
| 3.  Maintain "No cell phone" and "Deaf Children Zone" signs in visible areas of student drop off/pick up. Have "WEAPONS-FREE", "DRUG-FREE", and "ALCOHOLFREE" SCHOOL ZONE signs on display at the school entrance. (Target Group: All) | Assistant Principal(s), Principal | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Safety reports Visible signs |
| 4.  Utilize PBIS strategies, Trauma-Informed | Assistant Principal(s), Behavior | 23-24 | (F)Title III Bilingual / ESL, | Criteria: Discipline referrals |

# TROUT PRIMARY

**Goal 2.** (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** (Safe Environment) Provide a safe and secure environment for students and staff

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| training, Project Restore, and Restorative discipline training to maintain the campus-wide behavior plan in place that promotes high expectations and a campus-wide protocol for discipline management, including behavior intervention plans. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.2) | Paraprofessional, Counselor(s), Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | | (L)Local Funds, (O)Activity Funds | Campus-wide Discipline Management Plan Expectations posted ClassDojo reports Behavior charts RTI-B meeting documents and records |
| 5. Increased safety measures such as, updated safety buckets and contents, all interior doors locked, key management system, and Avoid, Deny, Defend intruder, and Stop the Bleed training for all staff members. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Training sign in logs Evidence of purchase orders |
| 6. School nurse will communicate with parents, nutrition staff, and to classroom teachers any information regarding special medical needs of students. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1) | School Nurse, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Medical notes / Health & Safety Records |
| 7. Administrative staff will conduct regular drills for fire safety, shelter in place, and intruder lockdown/lockout. These drills will be followed with any actions necessary to provide a safer environment and follow Campus Emergency Operations protocols. (Target Group: All) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Social Worker, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Records of completed safety drills Crisis plan stating procedures Campus calendar |

# TROUT PRIMARY

**Goal 2.** (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** (PBIS) Provide effective instruction, and prevention for safe, orderly, and productive schools (PBIS)

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Utilize PBIS strategies, Trauma-Informed training, Project Restore, and Restorative discipline training to maintain the campus-wide behavior plan in place that promotes high expectations and a campus-wide protocol for discipline management, including behavior intervention plans (Title I SW Elements: 2.2) (Target Group: All,K,1st,2nd) (ESF: 3.1,5.1) | Assistant Principal(s), Paraprofessional(s), Principal | 23-24 | (F)Title I, (L)Local Funds, (O)Activity Funds | Criteria: Evidence of students following the Trout Way. Successful procedures and systems in place. |
| 2. The implementation of a campus behavior plan was developed and continues to be updated based on the district PBIS model. The staff will be provided training on PBIS program implementation, Social-Emotional Learning, Project Restore, and Trauma-Informed to support the campus mission which strives to provide a safe and nurturing learning environment where all students are successful. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.2,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Counselor meetings with teachers and students on progress Frontline Sign-in sheets from trainings Attendance data Report Cards |
| 3. Trout Primary will ensure vertical and horizontal alignment through collaboration with Primary and elementary campuses: • reviewing academic and behavioral data • vertical planning • school events. (Title I SW Elements: 2.2) (Target Group: 2nd) (Strategic Priorities: 2) (ESF: 5,5.3) | Assistant Principal(s), Counselor(s), Instructional Coach, Principal | 23-24 | (L)Local Funds | Criteria: Collaborative Meetings Lesson Plans STAAR data mCLASS Curriculum Based Assessments RtI-B data Campus calendar |
| 4. The campus will recognize students' improvements in behavior, academic, and attendance areas with incentives and rewards. Incentive prizes are given and a STAR student is chosen each nine weeks to support positive behavior. Students are celebrated every nine weeks and throughout the year. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,3.2,5,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Digital signage presentations Class Dojo messages Report cards Attendance data |

# TROUT PRIMARY

**Goal 2.**  (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.**  (PBIS) Provide effective instruction, and prevention for safe, orderly, and productive schools (PBIS)

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 5.  Students in need of behavioral intervention will benefit from strategies such as Quiet Start/End, Check-in/Out, and through other processes that target highlighting desired behaviors.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.1,3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Paraprofessional(s), Principal | 23-24 | (L)Local Funds | Criteria: RTI-B Plans Skyward Discipline Data ClassDojo Reports |
| 6.  Students will participate in guidance lessons scheduled during PLC Wednesday that address their social/emotional needs as well as small group and individual counseling.  (Title I SW Elements: 2.2)  (Target Group: All) (Strategic Priorities: 2) | Counselor(s), Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Counselor's curriculum Counselor's calendar Counselor's Time and Effort log Weekly videos Office Referrals |
| 7.  The counselor will provide an additional monthly platform to provide staff with the opportunity to discuss address any social-emotional needs occurring within classrooms or individuals.  (Title I SW Elements: 2.1,2.2) (Target Group: All) | Counselor(s), Principal | 23-24 | (L)Local Funds | Criteria: Sign-in sheet RTI-B documents |
| 8.  Implementation of effective cafeteria behavior plan that offers incentives to well-behaved students.  (Target Group: All) (Strategic Priorities: 2)  (ESF: 3.2) | Assistant Principal(s), Behavior Paraprofessional, Paraprofessional(s) | 23-24 | (L)Local Funds | Criteria: ClassDojo |
| 9.  The campus will utilize funds to purchase to promote students' success, such as academic, attendance, and positive behavior success or improvement.  (Title I SW Elements: 2.2) (Target Group: All)  (Strategic Priorities: 2) (ESF: 3,3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds | Criteria: mClass STAR AR/AM Attendance records ClassDojo reports Teacher input |

# TROUT PRIMARY

**Goal 2.** (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** (Comprehensive, Developmental Guidance Program) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Response to Intervention services will be provided to students who are not meeting the district/state academic standards. Interventions will be based on student performance on district assessments such as mCLASS, and CBAs. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,5.1,5.3,5.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: RTI-A, Interventions |
| 2. Students in special education and deaf education will receive instruction and related services in the most appropriate least restrictive environment as determined by the ARD committee. Students with dyslexia will receive instruction and related services from the Literacy Coordinator and accommodations will be determined by the 504 committee. (Title I SW Elements: 2.2) (Target Group: SPED,Dys) (Strategic Priorities: 2) | Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers | 23-24 | (L)Local Funds, (S)State Compensatory | Criteria: Students successful in the general education setting Annual Review by ARD 504 plans |
| 3. Students will participate in guidance lessons scheduled during PLC Wednesday that address their social/emotional needs as well as small group and individual counseling. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.3) | Counselor(s), Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Counselor's curriculum Counselor's calendar Counselor's Time and Effort log Weekly videos Office Referrals |
| 4. Response to Intervention services will be provided to students who are not meeting the district/state academic standards. Interventions will be based on student performance on district assessments such as mCLASS, DRA, and CBAs. (Title I SW Elements: 2.2) (Target Group: ECD,ESL,EB,AtRisk,HS,504) (Strategic Priorities: 2) (ESF: 3,5,5.4) | Assistant Principal(s), Counselor(s), Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Teacher observations mCLASS data CBA data AR data District performance data |
| 5. New teachers and professional staff will complete the state Reading Academy program to ensure quality research-based instruction is | Directors, Instructional Coach, Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Reading Academy spreadsheet Walkthrough data |

# TROUT PRIMARY

**Goal 2.** (Supportive learning Environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** (Comprehensive, Developmental Guidance Program) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| aligned with best practices to increase student achievement in reading. The application of these components will be documented through observation forms. Staff will receive feedback and training to ensure the success and completion of the Reading Academy.  (Title I SW Elements: 2.5)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.1) | | | | Professional Development sign-in forms |
| 6.  Wellness opportunities will be offered to the staff including Wellness Wednesdays (mental health day), health information, and flu shots on campus.  (Title I SW Elements: 2.2)  (Strategic Priorities: 2)  (ESF: 3) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Teacher(s) | 23-24 | (O)N/A | Criteria: Participation logs |
| 7.  DMAC will be utilized to aid with campus data disaggregation of curriculum-based assessments. mClass reports and AR/AM screeners will be analyzed to improve student performance.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.1,4,4.1) | Instructional Coach, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Agendas Campus data meetings DMAC reports STAR AR /AM mClass |
| 8.  Students in need of behavioral intervention will benefit from strategies such as Quiet Start/End, Check-in/Out, and through other processes that target highlighting desired behaviors.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.2) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Teacher(s) | 23-24 | (L)Local Funds, (S)State Compensatory | Criteria: RTI-B Plans Skyward Discipline Data ClassDojo Reports |

# TROUT PRIMARY

**Goal 3.**  (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 1.**  (Leadership) Provide opportunities to develop well-rounded teachers and students who are strong leaders and responsible citizens.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Develop the leadership capacity of campus personnel by providing opportunities for teachers to lead trainings, opportunities for cross-training, recognition of the efforts of teachers in leadership roles, encourage participation in district leadership committees. (Title I SW Elements: 1.1)  (Target Group: All) (Strategic Priorities: 2)  (ESF: 1.2,3) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 23-24 | (L)Local Funds, (S)State Compensatory | Criteria: DEIC staff member Agendas from staff development Campus Communicator |
| 2. Increased enrichment opportunities for advanced students through book clubs, STEM activities, etc., and opportunities for leadership on our campus through a student council. (Title I SW Elements: 2.2)  (Target Group: All) (Strategic Priorities: 2)  (ESF: 4,4.1) | Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Club rosters Lesson Plans |
| 3. The leadership team will seek out and acquire professional development in leadership training, improving the quality of our relations with communities and stakeholders, and any additional support for school leaders as we strive to improve the education of our students. (Title I SW Elements: 1.1)  (Target Group: All) (Strategic Priorities: 1)  (ESF: 1,1.1) | Assistant Principal(s), Principal | 23-24 | (S)State Compensatory | Criteria: TEPSA Certifications T-PESS Evidence |
| 4. All teachers are highly qualified or in a certification program.  (Title I SW Elements: 2.1)  (Target Group: All)  (Strategic Priorities: 1)  (ESF: 1,1.1) | Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: T-TESS Frontline Educational records |
| 5. A culture of excellence will be established campus-wide. Teachers will lead campus committees and take active leadership roles. (Title I SW Elements: 2.1)  (Target Group: All) (Strategic Priorities: 4)  (ESF: 3,3.1) | Assistant Principal(s), Principal | 23-24 | (L)Local Funds | Criteria: Committee meeting notes |
| 6. The leadership team will work with the HR department to recruit highly qualified diverse staff members that better reflect the demographics of the campus student | Assistant Principal(s), Instructional Coach, Principal | 23-24 | (O)N/A | Criteria: Interview records District Job Fair documentation District web-site job postings |

# TROUT PRIMARY

**Goal 3.** (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 1.** (Leadership) Provide opportunities to develop well-rounded teachers and students who are strong leaders and responsible citizens.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| population. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 2,2.1) | | | | |
| 7. Enrichment opportunities will be provided to students who excel in reading and math through the use of the Roadrunner Reading Club, STEAM activities, UIL participation, Young Scholars for second grade, Junior Achievement, and other advanced activities. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1,5,5.3) | Assistant Principal(s), Instructional Coach, Principal, Teacher(s) | 23-24 | (S)State Compensatory | Criteria: UIL team reports activity rosters AR data |
| 8. Provide students with increased exposure to diverse role models through mentors/volunteers, media, visuals, and texts. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.1,3.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Volunteer logs Requisitions Library Catalog ClassDojo/campus website |
| 9. Campus staff will maintain a reading incentive program for 1st and 2nd grade through the AR program and the campus will continue to enhance classroom libraries and the library with books that contain diverse characters and media to promote diverse characters. (Title I SW Elements: 2.2) (Target Group: 1st,2nd) (Strategic Priorities: 2) (ESF: 3,3.1,4,4.1) | Instructional Coach, Teacher(s) | 23-24 | (F)Title I, (S)State Compensatory | Criteria: AR data Teacher documentation |

# TROUT PRIMARY

**Goal 3.** (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 2.** (Parents/Families) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The school will sponsor parent involvement activities including:<br>• Meet the Teacher<br>• Open House/Parent Information Night<br>• Grandparents' Day<br>• Veterans Day<br>• Red Ribbon Week<br>• Awards Assemblies<br>• Book fairs • Field Day<br>• Grade level musical programs<br>• Fall Festival  (Title I SW Elements: 2.1,2.2) (Target Group: All)  (Strategic Priorities: 2) (ESF: 3,5.1) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Increased Parent & Family Engagement |
| 2. The campus web page will be maintained with current information and the callout system, Remind, and ClassDojo will be utilized to notify parents of important campus information.  (Title I SW Elements: 2.2)  (Target Group: All) (Strategic Priorities: 2)  (ESF: 3,3.1) | Assistant Principal(s), Principal, Teacher(s) | 23-24 | (O)N/A | Criteria: Webpage Remind reports ClassDojo |
| 3. All staff members will enroll in Remind for Trout Primary to receive one-way communication of campus information.  (Title I SW Elements: 2.2)  (Target Group: All) (Strategic Priorities: 2)  (ESF: 3,3.1) | Principal | 23-24 | (O)N/A | Criteria: Remind data |
| 4. Skyward online parental portal available for new student registration and for reviewing grades is shared with parents and supported by the available laptop in the campus foyer. (Title I SW Elements: 2.2)  (Target Group: All) (Strategic Priorities: 2)  (ESF: 3,3.1) | Paraprofessional(s), Principal | 23-24 | (L)Local Funds | Criteria: Registration records Parent Input |
| 5. Continue to seek new ways to increase connectivity with parents through ClassDojo and Remind to provide campus information, educational information, and safety/security updates.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: | Assistant Principal(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 23-24 | (L)Local Funds | Criteria: ClassDojo reports Remind reports |

# TROUT PRIMARY

**Goal 3.** (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 2.** (Parents/Families) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 3,3.1,3.4) | | | | |
| 6. In an effort to increase parent and community involvement, Trout administrators and teachers will increase communications with parents and stakeholders to report student progress and promote participation in their student's education through:<br>• website<br>• teacher webpages<br>• Class Dojo<br>• phone calls/text messages<br>• Remind app<br>• emails<br>• newsletter/notes<br>• parent/teacher meetings<br>• school/community events  (Title I SW Elements: 3.1)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.4) | Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (F)Title III Bilingual / ESL, (L)Local Funds | Criteria: Parent conference schedules<br>Parent communication logs<br>Sign-in sheets<br>Newsletters/notes<br>Remind<br>ClassDojo<br>Campus calendar |
| 7. Trout staff will continue to provide partnerships with the community and businesses to support student attendance, positive behaviors, teacher morale, and general school needs such as supplies and volunteer opportunities.  (Title I SW Elements: 3.1)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 3,3.4) | Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (O)Activity Funds | Criteria: Campus Calendar<br>Backpack Buddy list<br>Teacher input<br>Attendance data |

# TROUT PRIMARY

**Goal 3.** (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.** (Employee Training) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

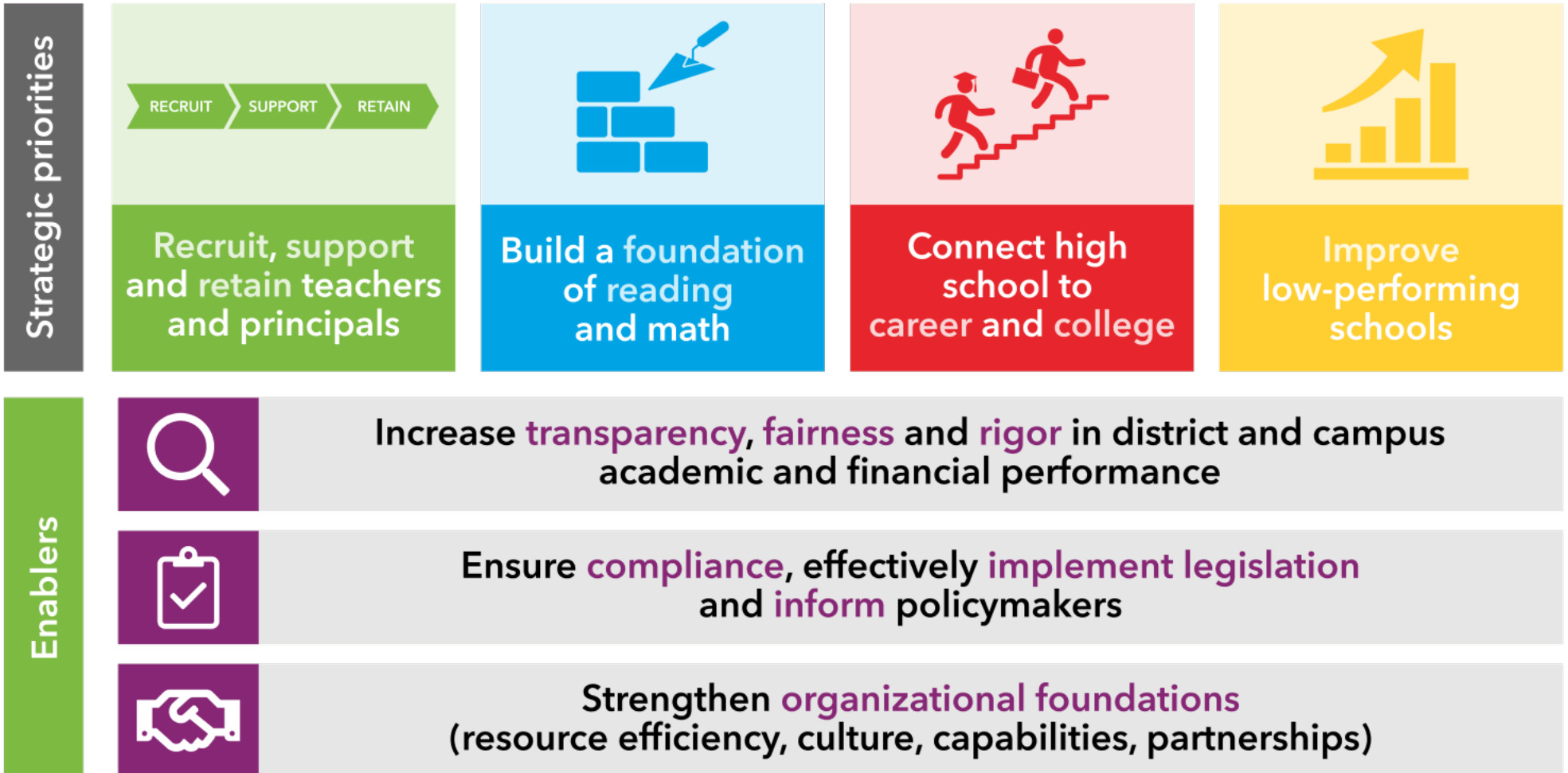| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. The LISD Mentor Program will facilitate the growth of new teachers through professional partnerships, supportive practices, and opportunities for training that encourage reflective practice and increase student performance. (Title I SW Elements: 2.2,2.4,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.1,5.2) | Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Local Assessments, increased growth in teachers and students |
| 2. New staff members will be provided support such as the district mentoring handbook, instructional resources, and staff development training. New teachers will also have the opportunity for peer observations. (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 4) | Assistant Principal(s), Instructional Coach, Principal | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Library records Frontline data Peer observation results |
| 3. Provide time for teachers to collaborate and plan by grade levels during the school day through weekly planning day schedule and nine-week data meetings. The focus will be to increase the depth and complexity of the TEKS in reading, math, and writing basing instruction on individual student needs. (Title I SW Elements: 2.2,3.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3,5.4) | Assistant Principal(s), Directors, Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: PLC day schedule Agendas for planning sessions Lesson plans Data Documents |
| 4. Response to Intervention services will be provided to students who are not meeting the district/state academic standards. Interventions will be based on student performance on district assessments such as mCLASS, and CBAs. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3,5.4) | Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds, (S)State Compensatory | Criteria: Teacher observations mCLASS data CBA data AR data District performance data |
| 5. Trout Primary will ensure vertical and horizontal alignment through collaboration with primary and elementary campuses:<br>• reviewing academic and behavioral data | Assistant Principal(s), Counselor(s), Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds, (S)State Compensatory | Criteria: Collaborative Meetings Lesson Plans STAAR data mCLASS |

# TROUT PRIMARY

**Goal 3.**    (Positive Environment for all stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.**    (Employee Training) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| • vertical planning<br>• school events  (Title I SW Elements: 2.6) (Target Group: All)  (Strategic Priorities: 2) (ESF: 3,3.1) | | | | Curriculum Based Assessments<br>RtI-B data<br>Campus calendar |
| 6.  Instructional programs such as mClass, Amplify, Dreambox, Accelerated Reading, Social Studies Weekly, and Houghton Mifflin Harcourt will be incorporated into daily lessons to support critical thinking skills and visual support for reading and math.  (Title I SW Elements: 2.2)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 5,5.3) | Assistant Principal(s), Assistant Superintendent for Admin. Services, Directors, Instructional Coach, Principal, Teacher(s) | 23-24 | (F)Title I, (L)Local Funds | Criteria: Lesson plans |
| 7.  DMAC will be utilized to aid with campus data disaggregation of curriculum-based assessments. mClass reports and AR/AM screeners will be analyzed to improve student performance.  (Title I SW Elements: 2.2) (Target Group: All)  (Strategic Priorities: 2) (ESF: 5,5.3,5.4) | Assistant Principal(s), Directors, Instructional Coach, Principal, Teacher(s) | BOY MOY EOY | (F)Title I, (L)Local Funds | Criteria: Agendas<br>Campus data meetings<br>DMAC reports<br>STAR AR /AM<br>mClass |
| 8.  Training for current technology use on campus continues to increase with the digital learning department training offered monthly technology meetings, and collaborative efforts by campus staff.  (Title I SW Elements: 3.2) (Target Group: All)  (Strategic Priorities: 4) (ESF: 3,3.1) | Assistant Principal(s), Counselor(s), Directors, Instructional Coach, Paraprofessional(s), Principal, Teacher(s) | 23-24 | (L)Local Funds | Criteria: Tech Support Tickets<br>Teacher input<br>Sign-in sheets<br>Frontline |
| 9.  Additional iPads available for use in classrooms to be utilized daily by students to supplement daily reading and math instruction per our district curriculum.  (Title I SW Elements: 2.6)  (Target Group: All)  (Strategic Priorities: 2)  (ESF: 4,4.1) | Assistant Superintendent for Admin. Services | 23-24 | (L)Local Funds, (S)State Compensatory | Criteria: Lesson Plans<br>Guided Reading Lesson Plans<br>Technology Use Reports |

# Every child, prepared for success in college, a career or the military.

## Strategic priorities

| Recruit, support and retain teachers and principals | Build a foundation of reading and math | Connect high school to career and college | Improve low-performing schools |
|---|---|---|---|

RECRUIT › SUPPORT › RETAIN

## Enablers

Increase **transparency**, **fairness** and **rigor** in district and campus academic and financial performance

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

*adapted from TEA Strategic Plan - https://tea.texas.gov*

# Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators…" Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging Sate academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.