

# **New Braunfels Independent School District**

## **Klein Road Elementary**

### **2023-2024 Campus Improvement Plan**



**Board Approval Date:** November 13, 2023

# Mission Statement

*Engage. Empower. Learn.*

## Vision

Every student. Every day.

## Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
<b>Passion for Growth</b>	Embrace challenges Adapt and adjust Get better everyday	Be the Best Version of You
<b>Power of the Team</b>	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
<b>Pride of New Braunfels</b>	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Klein Road Elementary engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year.

The Campus Improvement Committee met on May 17, 2023, at the Klein Road Elementary Library to review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR data was not available at that time the committee will meet again in August 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results.

Recommendations for adjustments may be made to improve the program throughout the school year. When required stakeholders cannot attend scheduled meetings, the campus will seek alternative forms of feedback, including but not limited to, phone calls, email, surveys, and home visits.

Once performance objectives are approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus office. The Campus Parent and Family Engagement Policy and School-Parent Compact, in English and Spanish, can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

# Demographics

## Demographics Summary

Klein Road Elementary is a 16 year old, Kindergarten through 5th grade Title 1 campus in New Braunfels ISD. New Braunfels is halfway between Austin TX and San Antonio TX in Comal County, which is currently one of the fastest growing counties in the nation. It is a city rich with history, culture and tradition, making it an ideal place for families to move to. As a result, the district as a whole, and especially Klein Road Elementary, continue to increase enrollment which will impact overall student enrollment as well as student demographics at KRE for the next school year. Klein Road Elementary will continue to be one of four designated Life Skills campuses for grades K-5 in NBISD for the 2023-2024 school year.

During the 2022-2023 School Year, Klein Road Elementary fluctuated between approximately 700 - 730 students enrolled on its campus over the course of the school year, finishing with a total of 710 students. KRE finished the school year with 40% of its students receiving free and reduced lunch. This is a slight increase from the previous school year.

Overall, as we continue to grow our economically disadvantage percentage is dropping some. KRE was made up of primarily two student groups, Hispanic/Latino and White. Our special program student groups at Klein Road include approximately - 4.3% Gifted and Talented, 15.8% Special Education, 29.5% At Risk, 4.3% ESL and 0.7% Homeless.

Enrollment for the 2023-2024 school year is expected to be approximately 750 students with about 50% Economically Disadvantaged students and approximately 80 Special Education students. Klein Road Elementary will continue to be a Title 1 campus for the 2023-2024 school year.

At-risk students are identified using the at-risk indicators. A majority of our at-risk students are identified as such due to performing below level on the beginning of the year readiness assessments in pre-kindergarten through third grade or due to not meeting state standards on the state assessments. Other students on the at-risk list are identified due to being retained in a grade level, being identified as an English language learner, or because they are homeless. In order to support these students, we utilize beginning of the year screeners to identify student needs in reading and math, providing intervention support within the classroom or through pull-out programs, online programs, tutoring, each teacher offers tutorials for at least one hour a week to identified students, or other supplemental program that are determined to benefit students. In 2019-2020, a fourteenth indicator for at-risk was added by the state for having a family member that was incarcerated. We do have some students that fall under this criteria. However, the majority of our students continue to be at-risk due to academics.

For our homeless and economically disadvantaged students, the district employs a homeless liaison, social services support staff, and additional support services staff. We are able to provide for the needs of our students through a variety of outreach programs that these staff members assist in collaborating with from the community. The district health services department organizes screenings and additional health service opportunities to families free of charge, such as flu shots in the fall. The local Lion's Club assists with the vision and hearing screenings each year.

The Klein Road Elementary staff is comprised of over seventy dedicated employees with various backgrounds and years of experience. Staff at Klein Road Elementary have the required certifications. The expectation is that all classroom teachers have or obtain an ESL (English as a Second Language) supplemental teaching certification by the end of their first year teaching at NBISD and we are close to 100% completed. Classroom teachers are required to complete 30 hours of GT training with a 6 hour update each year. In addition to these requirements, NBISD kindergarten through third grade teachers, administrators, reading interventionists, and special education teachers are certified or in a program to be certified through TEA on the Science of Teaching Reading.

Campus intervention teachers for reading and math are federally funded with Title 1 or State Compensatory funds, as well as a majority of the instructional paraprofessional staff on campus. New teachers are given a mentor to guide them throughout the school year and participate in a New Teacher Academy through Lead4Ward led by the district curriculum specialists. The district offers a variety of professional development opportunities for staff in relation to their content areas. Throughout the year, teachers are invited to participate in collaboratives. On campus, teachers are able to request to observe peers that implement instructional strategies that are of interest or need. We have professional learning communities to review data and improve instructional strategies. Campus intervention staff coach and collaborate with teachers regarding instruction and student progress. Administration regularly observe classrooms to provide feedback to staff.

The class sizes at Klein Road Elementary are, on average, twenty-two students per teacher. The district supports smaller class sizes by setting the caps at 22:1 for kindergarten through 4th grade and 25:1 for fifth grade classrooms.

Our 2022 Accountability Rating was C.

### **Demographics Strengths**

Many families move into the New Braunfels area for the excellent schools. Schools in the New Braunfels ISD as a whole have a reputation for providing students with an excellent education. Because our parents value their child's education, they and their children are committed to success. Klein Road Elementary practices Effective Behavior Intervention Systems (EBIS) along with Restorative Discipline Practices which encourages students to respect each other regardless of differences. Development of each classroom as a community, as well as the school as a whole community, working toward success for all are an intense focus throughout the year.

#### **Klein Road Elementary Strengths:**

**Support from parents, families, and community members** - Klein Road Continues parent/family support and engagement in all school activities and events. Teachers indicated they felt parents supported their students at home, and the teachers/staff here at school.

**Diverse populations on campus** - Campus diversity allows for students to be very supportive of one another regardless of race, ethnicity or academic ability.

**Growing Population** - Klein Road Elementary continued to adapt and support the rapid growing student population as families continued to move into our District, and specifically the Klein Road Elementary attendance zone. Due to the size of our campus we will have 3 full time intervention teachers to service our most at risk students as well as 1 full time instructional coach and 1 part time early intervention reading coach to help support and coach teachers for vital tier 1 classroom instruction.

**History, Culture and safety of the City** - New Braunfels has a rich history and heritage. Local organizations, including the Sophienburg, Wurstfest, local first responders and utility company provide experiences for Klein students to learn more about how New Braunfels was settled, various cultural celebrations and ways to stay safe in our community.

**Active and Supportive PTA** - The Klein Road PTA works side by side with administration and teachers to provide opportunities for students. They also support the school through volunteerism, and they facilitate fund raising for further campus improvements.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Ensuring campus implementation of EBIS (Effective behavior interventions and support) and Restorative Practices are in place. **Root Cause:** Lack of Tier 1 classroom EBIS systems in place. Lack of teacher buy-in in EBIS and Restorative Practices. Lack of follow through and accountability check-ins.

**Problem Statement 2 (Prioritized):** Ensuring academic growth of at-risk and/or economically disadvantaged students. **Root Cause:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Many of these students are also economically disadvantage and lack experiences. Teachers lack instructional strategies in working with struggling students.

# Student Learning

## Student Learning Summary

The curriculum and instruction utilized by Klein Road Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student led instruction, problem solving skills, and cooperative learning.

At Klein Road Elementary, our focus is student progress. We review data on campus assessments, district assessments, and state assessments after each administration through data meetings. Teachers use the data to set goals for student performance and personal professional goals for the school year. We determine any needs for adjustment in our schedules, intervention programs, or instruction. Teachers monitor the progress of all students, especially those identified by our intervention team as at-risk and in need of RtI support. Parents are notified if their student has been identified as a student in need of support, and the intervention support that is being offered.

Our master schedule is built with identified intervention time for Kinder through fifth grade that prevents interruption to grade level skills. The intervention team, including paraprofessionals, and classroom teachers work with students on identified skills during this time of each school day. Teachers and students monitor learning progress during intervention.

Based off of the State of Texas accountability ratings, for the 2021-22 school year, Klein Road Elementary is a campus who received an overall accountability rating of a C.

## Klein Road Elementary 2023 STAAR Student Performance Data

Math	Approaches	Meets	Masters
Third Grade	72%	34%	8%
Fourth Grade	76%	52%	22%
Fifth Grade	75%	38%	18%

Reading	Approaches	Meets	Masters
Third Grade	77%	33%	11%
Fourth Grade	83%	47%	23%
Fifth Grade	75%	52%	23%

Science	Approaches	Meets	Masters
Fifth Grade	66%	34%	18%

When comparing these results with previous years, we see a variety of outcomes. A notable attention to rigor and readiness skills will take place to help address those areas that decreased, especially with our 3rd grade performance scores as it is a district and state initiative to have 100% of our 3rd grade students reading on grade level (meets standard) by 2025.

### **Student Learning Strengths**

Klein Road Elementary Strengths:

- Students report through their End of Year Survey that they feel teachers hold a high expectation for all students and are there to support them.
- 3rd Grade STAAR Math showed increase in MEETS Math by 16%
- 3rd Grade STAAR Math showed an increase in MASTERS by 10%
- 3rd Grade STAAR Reading showed an increase in MEETS by 16%
- 3rd Grade STAAR Reading showed an increase in MASTERS by 15%
- 4th Grade STAAR Math held steady with MEETS at 42%
- 4th Grade STAAR Reading showed an increase in MEETS by 9%
- 4th Grade STAAR Reading showed an increase in MASTERS by 8%

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

**Problem Statement 1 (Prioritized):** Performance gaps between our subpopulations such as ethnic, economic and special programs in ALL grades shows concern. **Root Cause:** Lack of proper focuses on reaching students of different ethnicities, poverty levels and special program needs.

**Problem Statement 2 (Prioritized):** Students performance rates in STAAR reading fell by 9% in grades 3-5 overall. **Root Cause:** Continue to focus on strong Tier 1 instruction and differentiated instruction and focus on student performance of all students, including those who already show minimal passing standards.

**Problem Statement 3:** The impact of COVID-19 on the academic progress of students particularly in math has not yet reached the expected level. Students academic performance levels will continue to need to be assessed and appropriate instruction developed to help close gaps. **Root Cause:** Increased absences over the last several years caused learning gaps. Lack of differentiation needed to teach to different learning levels in one class.



# School Processes & Programs

## School Processes & Programs Summary

The curriculum and instruction utilized by Klein Road Elementary is aligned with NBISD's Scope and Sequences which is driven by the Texas Essential Knowledge and Skills (TEKS). A focus on developing Future Ready Learners has continued to be a goal for our students, and can be observed through our focus on integrating technology and developing instructional opportunities that focus on student lead instruction, problem solving skills and cooperative learning.

In order to ensure our students are meeting these goals, a strong focus is placed on curriculum planning and instruction development. Our teachers are provided extended planning time prior to the start of the year and quarterly that allows them to collaborate with one another, receive support from our District and campus Instructional Coaches, and spend time breaking down learning standards and individual student data. In addition, this time allows for our teachers to better develop our lessons including lesson delivery using the Fundamental 5 model, as well as our 100 Minute Balanced Literacy approach that allows us to provide instruction to all students at their appropriate reading levels.

In addition, teachers are participating in our weekly structured planning PLCs which has teachers collaborating with one another to create and model lessons that are at the rigor needed to improve student success.

Response to Intervention (RTI) / Student Success Team (SST) meetings are also held regularly to allow for the campus leadership team to focus on our At-Risk student population and better develop plans and supports for those students and teachers. This team is comprised of the Principal, Assistant Principal(s), Counselor, Campus Instructional Coaches and grade level teachers. Data derived from MAPS testing, mClass assessments, teacher developed assessments, reading assessments and/or running records, district benchmarks, and prior student performances (as well as additional materials) are all taken into account during these meetings.

In order to address student behavior, a Effective Behavior Intervention Support (EBIS) Team has been established and meets regularly to assess campus needs. This team, lead by our Assistant Principal and Counselor, receives in depth training on developing a positive program to address the behavior needs of Klein Road Elementary. They will be charged with training our campus staff and supporting the specific needs of our students and teachers throughout the school year.

Supporting and ensuring new staff members has always been a focus of Klein Road Elementary. As new family members are added or moved to new grade level assignments, coaching plans and support are provided to help ensure instruction and overall organization of the classroom is present for our students. Additional new teacher meetings are held regularly at the district level and instructional coaches are regularly present in our teacher's classrooms for support, modeling and observation.

Staff at Klein Road Elementary is regularly encouraged to seek out and attend staff development opportunities. Administration has dedicated campus funds to continue to support teachers in these endeavors and uses these opportunities to ensure teachers meet their required 5 days of annual staff development.

Focusing on overall student progress is how Klein Road Elementary gages its overall success. All of our programs and supports are designed to add value to the student over the span of each school year, regardless of their academic abilities. KRE utilizes a set daily schedule that includes "Unicorn Time" where students are able to receive intervention, academic support or positive differentiation without losing out on instructional time. This allows for teachers to address the specific needs of all of our students.

## School Processes & Programs Strengths

Klein Road Elementary Strengths:

- Incorporated a common intervention time "Unicorn Time" to allow for At-Risk student support and differentiation of support.
- Provided teachers with extended planning period quarterly to strengthen instruction through curriculum alignment and lesson plan development.

- Coaching support and positive implementation continues to take place at Klein Road Elementary.
- Overall RTI Data Chats and Support meetings are regularly held which allowed us to support teachers with progress monitoring and Tier I support of their students.
- All staff is highly certified and teachers have been trained and almost all teachers are certified as both ESL and G/T.
- PLC meetings continue to happen on a regular basis
- All k,1,2,3, SpEd, Intervention and admin staff participated and recieved credit for HB3 TEA Reading academy. New teachers to these area will be training over the 2022-23 school year.
- Consistent Staff Development opportunities were provided to all staff so that specific needs for each staff member could be addressed.
- Funds were allocated for Out of District Staff Development opportunities to increase teacher knowledge and skills.
- Campus wellness programs and fitness grams implemented and effective.
- Technology was made readily available to all staff members and training was provided to improve the instruction through our 1:1 initiative.
- Many of our teachers have been successfully trained in the Project Based Learning process and are implementing it into thier lesson plans.

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

**Problem Statement 1 (Prioritized):** Students in Special Education continue to fall below state standards (60%) for performance on STAAR. **Root Cause:** Teachers struggle with knowing how to close the gap for students with learning disabilities.

**Problem Statement 2:** Sub population groups such as hispanic and economically disadvantage students are not make the gains academically compared to other demographic populations. **Root Cause:** Teachers have struggled with analyzing data for specific populations and next steps for those in the particular sub population groups.

# Perceptions

## Perceptions Summary

Klein Road Elementary prides itself as a family! This concept begins with the manner in which the staff treats one another, and extending to how Klein Road Elementary values it's students, families and surrounding community. This core value is evident in all aspects of the campus and is reflected in how parents and community reflect on the campus as a whole.

To further support our KRE Values, our campus has developed an Effective Behavior Intervention Support (EBIS) Team that will regularly look at our campus culture and create ways to highlight those values throughout the school year. This will include teaching and modeling these expectations to our students, but also by providing support and training to our teachers so they can better implement our campus ideals in their classrooms. One aspect that will be utilized by our team is the Restorative Discipline process. This program trains our students to more proactively deal with issues and includes classroom circle discussions to help facilitate the process. Currently, all of our teachers have been trained in this program and will be implementing this process throughout the school year.

The EBIS Team will directly support student behavior and provide training to help ensure teachers are provided the skills and tools to effectively shape student behaviors. While bullying was not viewed as a major issue on these surveys, Klein Road Elementary always views this as an area that needs support. Continued focus on our bully awareness through teaching and counseling will be a focus for our campus.

Parent communication is also something viewed as a positive aspect of Klein Road Elementary. We utilize the Parent Square communication platform to regularly inform our parents and families on activities taking place at KRE. In addition, our teachers regularly reach out and keep families informed as to how students are performing throughout the school year. To further build the relationship between the campus and families, regular events are held to bring our families together. We will continue to host these family events throughout the school year as long as we can host them in a safe environment.

## Perceptions Strengths

Klein Road Elementary Strengths:

- Students, Teachers and Parents all felt as though Students truly liked coming to school and learning.
- Students, Teachers and Parents all indicated that they felt the campus was clean, well kept and promoted learning.
- End of Year Surveys shows that our focus during Red Ribbon Week is successful as no drugs or alcohol issues are reported.
- Staff surveys report that they feel well supported by parents on campus and that the campus does a good job of encouraging Parent/Family/Community Engagement.
- Students report through their survey that they feel staff members are approachable and supportive to individual student needs.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Student, Teacher and Parent Surveys show a need to address overall student behavior and student respect as it was negatively effecting the overall culture of the campus. **Root Cause:** Tier 1 behavior systems have not been implemented with fidelity. Lack of effective behavior intervention systems in place.

**Problem Statement 2 (Prioritized):** Overall student safety while attending school both during the day and during school sponsored events is a continued point of emphasis. **Root Cause:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

# Priority Problem Statements

**Problem Statement 1:** Students in Special Education continue to fall below state standards (60%) for performance on STAAR.

**Root Cause 1:** Teachers struggle with knowing how to close the gap for students with learning disabilities.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Performance gaps between our subpopulations such as ethnic, economic and special programs in ALL grades shows concern.

**Root Cause 2:** Lack of proper focuses on reaching students of different ethnicities, poverty levels and special program needs.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 5:** Students performance rates in STAAR reading fell by 9% in grades 3-5 overall.

**Root Cause 5:** Continue to focus on strong Tier 1 instruction and differentiated instruction and focus on student performance of all students, including those who already show minimal passing standards.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Overall student safety while attending school both during the day and during school sponsored events is a continued point of emphasis.

**Root Cause 6:** National safety events continue to take place, causing a heightened focus on how we proactively ensure campus safety.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Ensuring academic growth of at-risk and/or economically disadvantaged students.

**Root Cause 7:** Majority of at-risk students are identified in the areas of academics, such as, retention, state assessments, and beginning of year readiness assessments. Many of these students are also economically disadvantage and lack experiences. Teachers lack instructional strategies in working with struggling students.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Ensuring campus implementation of EBIS (Effective behavior interventions and support) and Restorative Practices are in place.

**Root Cause 8:** Lack of Tier 1 classroom EBIS systems in place. Lack of teacher buy-in in EBIS and Restorative Practices. Lack of follow through and accountability check-ins.

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

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

**Support Systems and Other Data**

- Study of best practices

# Goals

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)





**Performance Objective 1:** Annually increase the percentage of students showing a minimum of 1+ years growth in Reading and Math MAPS assessments.

**High Priority**

**Evaluation Data Sources:** MAPS Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers in grades K-5 will participate in data reviews and RTI meetings to track student progress throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth is monitored throughout the year. Students in need of intervention will receive additional support from the classroom teacher, instructional aide, and/or interventionist.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Interventionists Instructional Coach Administrators</p> <p><b>Funding Sources:</b> SCE ELA Intervention Teacher - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$77,927</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students in grades 1st through 5th will practice goal setting and monitor progress based on MAPS data, mclass and/or unit tests.</p> <p><b>Strategy's Expected Result/Impact:</b> Student goal setting will help them have ownership of their learning and be more aware of the learning they are expected to experience.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Interventionist Administrators</p>	Formative		
	Nov	Feb	May



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will participate in weekly structured PLC Team Time (driven by the 4 guiding questions of a PLC) to improve content knowledge and teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p> <p><b>Funding Sources:</b> Professional Learning - 211 - Title I, Part A - \$3,703</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Plan and provide individualized instruction and supports for students in sub populations such as special education, economically disadvantage, at-risk and 504 students. Monitor individualized supports and use data for continued planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in all sub pop areas will meet federal and state targets for yearly growth. Students in special programs will achieve expected growth measures.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Special program teachers and coordinators (dyslexia, SPED, campus LPAC coordinator, RTI teachers) Classroom teachers</p> <p><b>Funding Sources:</b> (Title I Part A) Interventionist and Instructional paras - 211 - Title I, Part A - \$241,909, (Idea B) Special Education Staff - 224 - IDEA B, SpEd - \$167,768, (ESSER III) Outside School Day Tutoring - 281 - ESSER II Grant - \$6,277</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<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 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)





**Performance Objective 2:** Increase the percentage of Klein Road Elementary students showing a minimum of 1+ years growth in Reading from 48% to 68% by June of 2025. The target for May of 2024 STAAR for all 3rd-5th grade students is 58% at the Meets standard.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAPs  
STAAR Interim Assessments  
STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate and collaborate based on data in weekly Structured PLC team time in reading to increase the rigor and effectiveness of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on reading STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p> <p><b>Funding Sources:</b> (ESSER III) Instructional Coach - 281 - ESSER II Grant - \$77,583</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize the double block PLC team time to vertical plan with the grade level above/below in reading as needed to vertically align instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Performance on Reading STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Ensure all K-3rd ELA teachers are trained and/or certified in the Science of Teaching Reading and continue to implement SoTR practices in daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase phonemic awareness and reading levels with accuracy, fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers ELA / Early Reading Interventionist Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Research and purchase programs and/or materials to enhance the curriculum to support student progress in all areas. This includes STAAR preparation materials, online and paper subscriptions such as Read Live, IXL and Scholastic News. Materials to support and/or enhance our current curriculum such as student and teacher supplemental resources like decodable books, phonemic awareness resources to help support foundations.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared to think critically when solving problems and better apply the information they have learned.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Interventionists Administration</p> <p><b>Funding Sources:</b> Instructional Materials and Supplies - 211 - Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The campus GT teacher will provide a pull out program for all 3rd through 5th grade GT students weekly. GT teacher will push in to K,1,2 classes for GT support</p> <p><b>Strategy's Expected Result/Impact:</b> GT students will be challenged and increase their independent problem solving abilities.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian/GT Teacher Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<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 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 3:** Increase the percentage of Klein Road Elementary students showing a minimum of 1+ years growth in Math from 43% to 63% by June of 2025. The target for May of 2024 STAAR for all 3rd - 5th grade students is 53% at the Meets standard.

**High Priority**

**Evaluation Data Sources:** Annually increase the percentage of 3rd - 5th students at STAAR Meets standard:  
Math scores from 43% to 53% by June 2023

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate and collaborate based on data in weekly Structured PLC team time in math to increase the rigor and effectiveness of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on math STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize the double block PLC team time to vertical plan with the grade level above/below in math as needed to vertically align instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Performance on math STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Sustain guided math as a structure to reach the needs of all students by implementing flexible small group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved math learning and foundation understandings</p> <p><b>Staff Responsible for Monitoring:</b> Principal Elementary Math Specialist</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Purchase additional Math resources including small group materials, spiral review materials, hands on activity sets, digital products, applicable apps or technology programs to provide supplemental materials for all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased performance in areas of targeted need.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Create monitor groups for students performing below grade level in order to carefully monitor progress on assessments. Utilize STAAR Growth Prediction Tools as accessible for goal setting and growth monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student academic performance through appropriate allocation of intervention and Special Education resources.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Interventionists Special Education Teachers Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 1:** Increase the MAPS projected proficiency score for MATH ACT from 30% to 35% and SAT from 31% to 35% by May of 2024. Increase the MAPS projected proficiency score for Reading ACT from 46% to 51% and SAT from 68% to 73% by May of 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAPS Projected Proficiency Report





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in weekly structured PLC team time in both math and reading and professional learning experiences (conferences, workshops, webinars) to improve content knowledge and teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize the double block PLC team time to vertical plan with the grade level above/below in math as needed to vertically align instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Performance on Reading STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 2:** Increase the percentage of 3rd, 4th and 5th grade Klein Road Elementary students achieving a Meets standard on Reading STAAR from 48% to 58% and on Math STAAR from 43% to 53% by May 2024.





**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will participate in weekly structured PLC team time in both math and reading and have opportunities for professional learning experiences (conferences, workshops, webinars) to improve content knowledge and teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved tier 1 core instruction for all students. Improved teacher understanding of subject area content.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize the double block PLC team time to vertical plan with the grade level above/below in math as needed to vertically align instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased Student Performance on Reading STAAR as compared to prior performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 3:** Increase student awareness of college and career opportunities by exposing student to and educating students on future college and career opportunities.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Expose students to college/university campuses and different career opportunities through CCMR Wednesdays featuring college, career, and/or military apparel, staff showcases, career days, virtual field trips and through in person field trips.</p> <p><b>Strategy's Expected Result/Impact:</b> Expand student knowledge of college and career opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Counselors Community in Schools staff</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			



**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)





**Performance Objective 1:** Maintain the scale score rating of 4.5 (out of 5) or higher of Klein Road Elementary students who ranked "everyone matters" on the annual student survey .

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Sustain student self-referral system for counseling and/or CIS</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know that should a need arise they will get a staff member to respond in a timely manner.</p> <p><b>Staff Responsible for Monitoring:</b> Community in School Staff Counselor Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Sustain EBIS and Restorative Discipline practices in K-5th grades. KRE has a built in daily "morning meeting" time so that community building circles can be conducted on a regular basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Build community in each students learning environment so that he/she feels important to the community</p> <p><b>Staff Responsible for Monitoring:</b> Teachers PBIS Committee District Behavior Specialists Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Sustain Quarterly EBIS assemblies, Pep-Rallies, and End of Year Award Ceremonies to celebrate student successes.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and decreased student behaviors.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PBIS Committee</p> <p><b>Funding Sources:</b> General Fund - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide guidance lessons and social/emotional support for the overall health, safety and well-being of all students</p> <p><b>Strategy's Expected Result/Impact:</b> Growth Mindset Mental Health Awareness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Nurse Administration</p> <p><b>Funding Sources:</b> (ESSER III) Nurse's Aide - 281 - ESSER II Grant - \$30,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Enhance our fine arts curriculum by Implementing an Art program campus wide to foster the arts in schools. Employ a certified Art teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose and educate students on the Arts and Art techniques.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Art Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 2:** Increase the percentage of Klein Road Elementary students representing Klein Road Elementary from: 14% to 35% in clubs/ organizations by May 2024 and participate in a minimum of 2 community service projects by May 2024.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Create club, organizations, and community service opportunities for student participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase involvement from KRE students in the school setting for increased school pride and in community to represent KRE.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Sponsors Administration</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 1:** Increase the overall Klein Road Elementary staff satisfaction scale score from 3.67 to 4.0 by Spring 2024 on staff survey.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Sustain the weekly Apple Awards staff recognition system to showcase staff members. <b>Strategy's Expected Result/Impact:</b> Have staff members feel recognized and an important part of the KRE community. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Sustain Table Talks/rounding with campus groups twice a year (fall and spring) <b>Strategy's Expected Result/Impact:</b> Have staff members feel heard, validated and important enough to get a sit down with administrators. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Sustain a feedback system through surveys for new initiatives and school wide systems such as PLC team time.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 2:** Increase percentages of Fundamental Five instructional strategies being used in Klein Road Elementary classrooms by May 2024:





Framing Lesson - 80% to 85%

Power Zone - 97% to 98%

Critical Writing - 47% to 52%

FSGPT - 45% to 50%

Recognize and Reinforce - 84% to 89%

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Ensure each teacher has The Fundamental 5 Revisited book and send teachers to Fundamental 5 PD when possible to help gain more knowledge of best practices to implement the instructional model with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Implement strong and effective instructional model with fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Early Reading Coaches.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - Targeted Support Strategy</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide Fundamental 5 professional learning once a month at faculty meetings, PLCs, and Professional Learning Days</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and implementation of Fundamental 5 strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Early Reading Coach Administrators</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Monthly review of walkthrough data from Admin teams to determine areas of opportunity to support Fundamental 5 during PLC team time and faculty/PD meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement of Fundamental 5 strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** NBISD will annually increase the percentage of relationship building within NBISD. (Strategic Goal 2.2)





**Performance Objective 1:** Increase the percentage of students feeling connected to

Teacher from 4.15 to 4.20 by May 2024

Counselors from 4.33 to 4.38 by May 2024

Administrators from 3.89 to 3.94 by May 2024





**Evaluation Data Sources:** Student Survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will make a positive contact home within the first month of school then maintain communication with parents/families. <b>Strategy's Expected Result/Impact:</b> Build positive relationship with student and student's family. <b>Staff Responsible for Monitoring:</b> Teachers Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Sustain our student of the month recognition system. <b>Strategy's Expected Result/Impact:</b> Students will feel more connected to teachers and administrators. <b>Staff Responsible for Monitoring:</b> Teachers Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create clubs and school organizations for students to represent and feel more connected to their school and peers. <b>Strategy's Expected Result/Impact:</b> students to represent and feel more connected to their school and peers. <b>Staff Responsible for Monitoring:</b> Club Sponsors Admin	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Quarterly review of walkthrough data: evidence of relationships and recognize and reinforce <b>Strategy's Expected Result/Impact:</b> Staff and students feeling more connected <b>Staff Responsible for Monitoring:</b> Admin Instructional Coach	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 1:** Annually increase the percentage of highly satisfied Klein Road Elementary parents and community members from 3.97% to 4.15 by June 2024.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Host and Invite parents to varying school events such as: Open House, Music Programs, PTA Meetings, Family Movie Night, and Family Academic Nights.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feeling more involved and welcomed at the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Family Night Committee Student Council PTA Administration</p> <p><b>Funding Sources:</b> Family Engagement Resources - 211 - Title I, Part A - \$5,250</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize Parent Square and regular teacher newsletters to keep parents and families informed of school wide events.</p> <p><b>Strategy's Expected Result/Impact:</b> With increased family knowledge of events and school related activities, parents will be more inclined to participate and support their student in regards to classroom assignments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>Funding Sources:</b> - 199 - General Fund</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Actively recruit parents to be part of our PTA and support our campus, students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent involvement and support of our staff and campus through organized activities, fund raisers and increased campus environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PTA Staff Members</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Offer our Annual Title 1 Meetings on two different days at two different times (day and evening) to encourage parent participation at the meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent understanding of what it means to be a Title 1 Campus and what they can do to support both their children and the campus as a whole.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop and distribute the Parent and Family Engagement Policy and the Parent-School Compact at Parent/Teacher conferences, on the KRE website, and in the September/October parent newsletter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent and staff awareness and involvement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



# State Compensatory

## Budget for Klein Road Elementary

**Total SCE Funds:** \$74,526.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

These funds help employ a full time ELA intervention teacher and a full time instructional para. Intervention teachers facilitate a pull out program for at risk tier 3 students. The pull out program is facilitated during intervention time which is 30 minutes to 1 hour (depending on grade level) where no new teaching is taking place and we can focus on closing the gaps for struggling learners.

## Personnel for Klein Road Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Aguirre	ELA/Math Interventionist	1

# Title I

## **1.1: Comprehensive Needs Assessment**

Completed under the Needs Assessment of Plan4Learning.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Completed under Summary section of Needs Assessment in Plan4Learning.

## **2.2: Regular monitoring and revision**

Formative reviews take place 3 times a year and documented in Plan4Learning under Goals in Plan4Learning.

## **2.3: Available to parents and community in an understandable format and language**

Plan is available on the NBISD website.

## **2.4: Opportunities for all children to meet State standards**

Documented in CIP

## **2.5: Increased learning time and well-rounded education**

Documented in CIP

## **2.6: Address needs of all students, particularly at-risk**

Documented in CIP

## **3.1: Annually evaluate the schoolwide plan**

Completed at the end of the year and used to address following school year needs.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see Title1Crate for the following documentation.

## **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

## **5.1: Determine which students will be served by following local policy**

NA

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Crystal Moya	Math & ELA Intervention Teacher	Title 1, Part A	1
D'Layne Jennings	Instructional Para	Title 1, Part A	1
Julia Silvas	Instructional Para	Title I, Part A	1
Madisen Henderson	Instructional Para	Title 1, Part A	1
Schultz, Stephanie	Math Intervention teacher	Title I, Part A	1

# Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE ELA Intervention Teacher		\$77,927.00
<b>Sub-Total</b>					\$77,927.00
<b>Budgeted Fund Source Amount</b>					\$74,526.00
<b>+/- Difference</b>					<b>-\$3,401.00</b>
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$150.00
<b>+/- Difference</b>					<b>\$150.00</b>
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$34,133.00
<b>+/- Difference</b>					<b>\$34,133.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Learning		\$3,703.00
1	1	4	(Title I Part A) Interventionist and Instructional paras		\$241,909.00
1	2	4	Instructional Materials and Supplies		\$5,000.00
6	1	1	Family Engagement Resources		\$5,250.00
<b>Sub-Total</b>					\$255,862.00
<b>Budgeted Fund Source Amount</b>					\$253,098.00
<b>+/- Difference</b>					<b>-\$2,764.00</b>

224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	(Idea B) Special Education Staff		\$167,768.00
<b>Sub-Total</b>					\$167,768.00
<b>Budgeted Fund Source Amount</b>					\$167,768.00
<b>+/- Difference</b>					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	(ESSER III) Outside School Day Tutoring		\$6,277.00
1	2	1	(ESSER III) Instructional Coach		\$77,583.00
3	1	4	(ESSER III) Nurse's Aide		\$30,000.00
<b>Sub-Total</b>					\$113,860.00
<b>Budgeted Fund Source Amount</b>					\$402,285.00
<b>+/- Difference</b>					\$288,425.00
<b>Grand Total Budgeted</b>					\$931,960.00
<b>Grand Total Spent</b>					\$615,417.00
<b>+/- Difference</b>					\$316,543.00

# Addendums

## **Klein Road Elementary School Parent & Family Engagement Policy**

At Klein Road Elementary School, we recognize that parent & family engagement is an important aspect of effective schooling. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students. Research has shown that parent & family engagement contributes greatly to student achievement and conduct. The staff at Klein Road Elementary School believes that we should help parents develop skills to meet the basic obligations of family life and foster conditions at home which emphasize the importance of education and learning. Two-way communication about school programs and students' progress is promoted due to the belief that education is a responsibility shared with parents. Parents are invited to actively participate in school decision making. Parents are also encouraged to develop their leadership skills in governance and advocacy by attending school board meetings and getting involved in the Parent Teacher Association. Through conferences and newsletters, parents are provided with timely information about curriculum, assessments, and student proficiency levels. This will ensure that the school remains focused on our primary responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet academic expectations set forth in the Texas State Standards. At Klein Road Elementary School, we believe that the parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping their children succeed in school. We are committed to increasing parent & family engagement, which will ultimately improve student achievement.

### **PART I GENERAL EXPECTATIONS**

Klein Road Elementary School agrees to implement the following statutory requirements: The school will jointly develop with parents, distribute to parents of participating children, a Parent & Family Engagement Policy that the school and parents of participating children agree on. The school will notify parents about the Parent & Family Engagement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand. The school will make the Parent & Family Engagement Policy available to the local community on the campus webpage. The school will periodically update the Parent & Family Engagement Policy to meet the changing needs of parents and the school. The school will adopt the school's school-parent compact as a component of its Parent & Family Engagement Policy.

### **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT & FAMILY ENGAGEMENT POLICY COMPONENTS**

1. Klein Road Elementary will take the following actions to involve parents in the joint development of its Parent & Family Engagement Policy under section 1118(b) of the ESEA. On an annual basis, the Campus Improvement Committee will revise the Parent & Family Engagement Policy with input from parents and community members. 2. Klein Road Elementary will take the following actions to distribute to parents of participating children and the local community, the Parent & Family Engagement Policy: During fall Parent Conferences the School-Parent Compact and Parent & Family Engagement Policy will be discussed. Information will be sent home to parents who are unable to attend. The Parent & Family Engagement



Policy will be published on the district's website. 3. Klein Road Elementary will update periodically its Parent & Family Engagement Policy to meet the changing needs of parents and the school: The Campus Improvement Committee will annually review the Parent & Family Engagement Policy for any issues to include but not limited to academic achievement, safety needs, and program needs. 4. Klein Road Elementary will convene an annual meeting. Notification will be sent home prior to the meeting. The meeting will take place at Open House on Tuesday, September 21st (PM), in person, and again on September 27, 2021, virtually (AM). 5. Klein Road Elementary will provide information about Title I Programs to parents of participating children in a timely manner. For the 2021-22 school year, the campus will be using Title I funds to provide struggling students with Reading and Math support from Intervention Teachers and Instructional Aides. For the 2021-22 school year, the campus will be using Title I funds to provide struggling students with Reading and Math instructional materials. 6. Klein Road Elementary will provide to parents of participating children a description and explanation of the curriculum in use at the school, the form of academic assessment used to measure student progress, and the proficiency levels students are expected to meet: Summaries of grade level expectations will be presented and discussed by each teacher at Open House and/or parent/teacher conferences. Results of district and state assessments will be made available to parents via progress reports, parent conferences, and online at <https://www.texasassessment.gov/>. 7. Klein Road Elementary will incorporate the school-parent compact as a component of its Parent & Family Engagement Policy: The school-parent compact will be reviewed annually by the Campus Improvement Committee. The school-parent compact will be distributed and reviewed with parents and students at Fall Parent Conferences. 8. Klein Road Elementary will submit to the district any parent comments if the school wide plan under section (1114)(b)(2) is not satisfactory to parents of participating children: The parents will be directed to write a letter to the Principal with their concerns.

### PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

9. Klein Road Elementary will build the schools' and parents' capacity for strong parent & family engagement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below: The campus will hold a Family Night to provide information about various curricular areas and strategies for improving student achievement. The campus will encourage participation of all parents through the PTA. The campus will utilize parents as volunteers in classrooms to support teachers in material management, individual reading support, science lab support, etc. 10. Klein Road Elementary will incorporate the school-parent compact as a component of its Parent & Family Engagement Policy. The School-Parent Compact will be discussed by all the stakeholders at Fall Parent Conferences. 11. Klein Road Elementary will provide assistance to parents of children served by the school. Parents are always welcome to join in activities on campus before, during, and after school. 12. The school will, with assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent & family engagement. 13. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and

work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Annual training during August training dates.

#### PART IV ADOPTION

This Parent & Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by minutes of: Campus Improvement Committee on October 6, 2021 This policy will be adopted by Campus Improvement Committee on October 6, 2021, and will be reviewed annually each spring. This school will inform and distribute this policy to all parents of participating Title I, Part A children during Fall Parent Conferences. It will be made available to the local community during the Fall semester. Klein Road Elementary notification to parents of this policy is found in the SchoolParent Compact in a language the parents can understand.

#### **Escuela Primaria Klein Road Política de Participación para Padres y Familias**

En la Escuela Primaria Klein Road, reconocemos que el involucramiento de padres y familias son un aspecto muy importante para una educación efectiva. No debemos aislar el hogar de la escuela; las familias y las escuelas necesitan colaborar para ayudar a los niños a adaptarse a las responsabilidades de ser alumnos exitosos. Estudios de investigación muestran que el involucramiento de los padres y las familias contribuye enormemente al desempeño y conducta del estudiante. El personal administrativo de la Escuela Primaria Klein Road cree que debemos ayudar a los estudiantes a desarrollar destrezas para dominar las obligaciones de la vida en familia y fomentar condiciones en casa que enfatizan la importancia de la educación y el aprendizaje. La comunicación de dos-sentidos entre los programas escolares y el avance del estudiante se fomenta con el entendimiento de que la educación es responsabilidad compartida con los padres. Invitamos a los padres que participen activamente en las decisiones escolares. También exhortamos a todos los padres a desarrollar destrezas de liderazgo al asistir a juntas de la mesa directiva, e involucrarse en la Asociación de Padres y Maestros. Estaremos informando a los padres sobre niveles de desempeño de los estudiantes, planes de estudio, evaluaciones a través de conferencias y cartas informativas. Esto ayudará a la escuela a mantener el enfoque en nuestra responsabilidad principal de proporcionar un plan de estudios de la más alta calidad y ofrecer un programa de instrucción basado en un ambiente de apoyo y enseñanza que permite que todos los estudiantes alcancen las expectativas académicas establecidas por las Normas del Estado de Texas. En la Escuela Primaria Klein Road, creemos que los padres tienen la responsabilidad y oportunidad de trabajar con la escuela en una sociedad de apoyo y respeto mutuo con la finalidad de ayudar a los estudiantes a alcanzar el éxito en la escuela. Estamos comprometidos a incrementar la cooperación de los padres y las familias para mejorar el desempeño de los estudiantes.

#### 1ª PARTE EXPECTATIVAS GENERALES

La Escuela Primaria Klein Road se compromete a implantar los siguientes requerimientos reglamentarios: La escuela, en conjunto con los padres, desarrollarán y distribuirán una Política de Participación para Padres y Familias previamente aprobada por la escuela y padres

de alumnos participantes en el programa escolar. La escuela explicará y distribuirá a los padres la Política de Participación para Padres y Familias usando un formato práctico, entendible uniforme, en un idioma que los padres puedan entender. La escuela mantendrá disponible la Política de Participación para Padres y Familias para toda la comunidad en el portal de Internet del plantel. La escuela actualizará periódicamente la Política de Participación para Padres y Familias para alcanzar las necesidades escolares y de los padres. La escuela adoptará el uso de un contrato entre escuela y padre como uno de los componentes de la Política de Participación para Padres y Familias.

## 2ª PARTE DESCRIPCION DE LA MANERA EN QUE LA ESCUELA IMPLANTARA EL INVOLUCRAMIENTO REQUERIDO DE LOS PADRES

1. La Escuela Primaria Klein Road tomará las siguientes medidas para incluir a los padres en la creación de la Política de Participación para Padres y Familias, bajo la sección 1118(b) de ESEA. El Comité de Mejoras del Plantel revisará anualmente la Política de Participación para Padres y Familias al considerar retroalimentación de padres y miembros de la comunidad.
2. La Escuela Primaria Klein Road tomará las siguientes acciones para distribuir la Política de Participación para Padres y Familias a la comunidad local, así como a los padres de niños participando en el programa: La escuela discutirá la Política de Participación para Padres y Familias, así como el Contrato entre Padres-Escuela durante la Conferencia para Padres, que se lleva a cabo durante otoño. Se enviará información a casa para aquellos padres que no pueden asistir a la junta de regreso a clases.
3. La Escuela Primaria Klein Road actualizará periódicamente su Política de Participación para Padres y Familias para alcanzar las necesidades escolares y de los padres. El Comité de Mejoras del Plantel revisará anualmente la Política de Participación para Padres y Familias para añadir cualquier situación, sin limitar únicamente a desempeño académico, necesidades de seguridad y necesidades del programa.
4. La Escuela Primaria Klein Road organizará una junta anual. Se enviará una notificación a casa antes de la junta. La junta se llevará a cabo en Open House el martes 21 de septiembre (PM), en persona, y nuevamente, el 27 de septiembre de 2021, virtualmente(AM).
5. La Escuela Primaria Klein Road proporcionará información oportuna sobre Programas "Title I" para aquellos padres de niños participando en el programa. Para el año escolar 2021-22, el plantel usará fondos de "Title I" para apoyar a estudiantes deficientes en las áreas de Matemáticas y Lectura con instrucción adicional administrada por Maestros de Intervención. Para el año escolar 2021-22, el campus utilizará. fondos del Título 1 para proporcionar a los estudiantes con dificultades materiales de instrucción de Lectura y Matemáticas
6. La Escuela Primaria Klein Road proporcionará a los padres de estudiantes participantes, una descripción y explicación del plan de estudios que se usará en la escuela; la evaluación académica usada para evaluar el desempeño; y los niveles de desempeño que los alumnos deberán alcanzar: Los maestros presentarán a los padres los estándares de cada nivel de grado durante la junta "Noche de Estreno" (Open House) en septiembre. Los resultados de las evaluaciones del distrito y del estado estarán disponibles para los padres a través de calificaciones y/o conferencias con los padres y en línea en <https://www.texasassessment.gov/>.
7. La Escuela Primaria Klein Road incorporará un contrato entre escuela y padres como uno de los componentes de su Política de Participación para Padres y Familias: El contrato entre escuela y padres será actualizado anualmente por el Comité de Mejora del Plantel. El contrato entre

escuela y padres será distribuido y revisado con los padres y estudiantes durante las Juntas para Padres en otoño. 8. La Escuela Primaria Klein Road entregará al distrito opiniones de los padres si acaso el plan escolar bajo sección (1114)(b)(2) no es satisfactoria para los padres de estudiantes participantes: Se les pedirá a los padres que escriban una carta dirigida al Director con sus quejas.

### 3ª PARTE RESPONSABILIDAD COMPARTIDA PARA QUE EL ESTUDIANTE ALCANCE UN ALTO NIVEL DE DESEMPEÑO ACADÉMICO

9. La Escuela Primaria Klein Road construirá un sistema de involucramiento de padres y familias robusto con el fin de asegurar la cooperación de las familias y apoyar una sociedad entre la escuela, familias y la comunidad para mejorar el desempeño académico de los estudiantes a través de las siguientes actividades específicas: El plantel organizará una “Noche de Diversion en Familia” (Family Night) en la escuela para proporcionar información sobre varias áreas curriculares y presentar estrategias que ayuden a mejorar el desempeño académico. El plantel fomentará la participación de todos los padres a través de la PTA. El plantel utilizará a los padres como voluntarios en el salón de clases para apoyar a los maestros con el manejo del material, apoyo a la lectura individual, apoyo en el laboratorio de ciencia, etc. 10. La Escuela Primaria Klein Road incorporará el contrato entre escuela y padres como uno de los componentes de la Política de Participación para Padres y Familias. El Contrato entre Escuela y Padres se revisará durante las Conferencias de Padres en otoño. 11. La Escuela Primaria Klein Road proporcionará ayuda a padres de alumnos recibiendo servicios escolares. Los padres y las familias son siempre bienvenidos a participar en actividades escolares durante horas normales o después de clases. 12. La escuela, apoyada por el distrito, proporcionará los materiales y el entrenamiento para ayudar a los padres a trabajar con sus hijos(as) para mejorar el desempeño académico a través de entrenamiento literario, usando tecnología conforme sea adecuado. 13. La escuela, apoyada por el distrito y padres, educará a sus maestros, personal que proporcione servicio a los pupilos, directores y otros miembros del personal, la manera en que deberán comunicarse y trabajar con los padres considerándolos socios. Enseñará a valorar las contribuciones de los padres, así como también la manera correcta de aplicar/coordinar programas para padres e implantar/coordinar los programas para padres con el fin de construir una sociedad firme entre los padres y la escuela. Todo esto se logrará a través de: Entrenamiento anual durante las fechas de entrenamiento del mes de agosto.

### 4ª PARTE ADOPCION

Esta Política de Participación para Padres y Familias ha sido desarrollada en conjunto con los padres de alumnos participando en los Programas “Title I,” y “Part A,” dejando como evidencia la minuta de: Comité de Mejoras del Plantel el 6 de octubre del 2021. Esta Política será adoptada por el Comité de Mejoras del Plantel el 6 de octubre del 2021 y se revisará anualmente cada semestre de primavera. Esta escuela informará y distribuirá la política a todos los padres de estudiantes participando en los programas “Title I,” y “Part A” durante la Conferencia para Padres durante el otoño en el mes de octubre. La información será presentada a la comunidad local durante el mes de noviembre. La notificación para Padres de

la Escuela Primaria Klein Road estará incluida en el contrato entre Escuela-Padres en un lenguaje que los padres puedan entender.