

**Pottsboro Independent School District**  
**Pottsboro Elementary School**  
**2023-2024 Improvement Plan**



# **Mission Statement**

Pottsboro Elementary School is dedicated to providing an educational environment rich in opportunities where all children can become responsible lifelong learners.

## **Vision**

All students will learn, grow, and succeed.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pottsboro Elementary has an enrollment of 535 students. The ethnic population of Pottsboro Elementary is 78.64% White, 10.87% Hispanic, 1.84% American Indian, and 8.66% either Multi-Racial, Asian, or African-American. The percent of students who qualify as Economically Disadvantaged is 41.07%.

Pottsboro Elementary attendance rate in the 2022-2023 school year was 94.95%. Pottsboro Elementary would like to achieve a 97% attendance rate. We have 6 sections of first grade through fourth grade. We have 5 sections of kindergarten.. Pottsboro Elementary Special Education program has a population of 14.92%, which is above the state average of 11.1%.

Pottsboro Elementary mobility rate is 22.5% compared to the state average of 15.3%.

While the campus serves the needs of a variety of economic backgrounds, teachers and staff put a great amount of time and effort into establishing positive relationships with students and their families. The practice sets the tone on the campus and fosters understanding among student/parent groups. A strength within our Special Education population is the percentage of students coded for inclusion instead of resource/pull-out classes. The number of students being served in our Dyslexia program increased to 9.02% (7.48% in 20-21 school year), and the percentage of students identified as Special Education increased over the last school year due to a strong continuation of the RTI model and an increase in social/emotional needs nationwide. \*This information was taken from the Fall PEIMS snapshot date.

### Demographics Strengths

Pottsboro Elementary, in the last five years, has had a steady enrollment increase of students. The campus' attendance rate has exceeded the 95% standard established by the state of Texas for the past 10 years.

- Pottsboro Elementary has a 22.5% mobility rate which is higher than the state average of 15.3%.
- Teachers at Pottsboro Elementary, all of which are highly qualified, have an average of 12 years experience.
- The ESL population of Pottsboro Elementary is 1.29%, compared to the state average of 18.7%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Pottsboro Elementary has an attendance rate of 94.95%, which is below the targeted average of 97%. **Root Cause:** Pottsboro Elementary needs a more systematic approach to hold parents and students accountable for absences

**Problem Statement 2 (Prioritized):** Pottsboro Elementary's Special Education program has a population of 14.92% compared to the state average of 11.3%. **Root Cause:** Pottsboro staff needs a better understanding of the special education referral process.

# Student Learning

## Student Learning Summary

In 3rd grade, scores are 78% passing/approaching in Reading with 55% "Meeting" grade level standard, 71% passing/approaching in Math with 35% "Meeting" grade level standard. In 4th grade, scores are 79% passing/approaching in Reading with 53% "Meeting" grade level standard, 83% passing for Math with 68% "Meeting" grade level standard (Writing was reinstated into the Reading STAAR testing in 22-23).

## Student Learning Strengths

Pottsboro Elementary staff work hard to ensure students are successful. Our campus is proud of many different student achievement strengths, including but not limited to an RTI program in place that encourages frequent and productive collaboration to determine needs and strategies to support all student achievement.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 3rd and 4th grade Special Education STAAR scores have been underperforming the last few years. **Root Cause:** The state eliminated the STAAR-M, and SPED students are expected to take the exact same test as their general education peers.

**Problem Statement 2 (Prioritized):** 3rd and 4th grade STAAR reading scores have only shown a slight increase in the past few years. **Root Cause:** Understaffing of teacher aides and a need for more researched based curriculum for all students.

**Problem Statement 3 (Prioritized):** STAAR scores have underperformed in 3rd/4th math. **Root Cause:** In the past years, the school did not follow vertical alignment and curriculum guidance provided by TRS.

# School Processes & Programs

## School Processes & Programs Summary

Pottsboro Elementary teachers collaboratively plan weekly as a grade level PLC to ensure the instruction is aligned to state standards. Staff works together to provide feedback related to instruction. Specific instructional strategies are shared for optimal student achievement. The process of planning and designing consists of meeting each Tuesday and discussing lesson plans, data, unit tests, formative assessments, PLC menu for higher level thinking skills, and modifications for Special Education, ESL and 504 students. Creation of teacher made and performance-based tests all align with STAAR standards.

Data is used to inform curriculum, instruction, and assessment decisions. Assessments are developed with the purpose of measuring the impact of curriculum and instruction on student learning.

Staff quality is a priority in promoting student success at all levels on Pottsboro Elementary campus. Principals use a thorough application process, certification requirements, and staff input to hire the most qualified applicants. Staff members are organized into grade-level teams based on their individual professional strengths and the needs of the team.

Staff is supported with weekly PLCs that offer on-going professional development, team building, observations of other teachers, and an open-communication atmosphere. Teachers and paraprofessionals are 100% highly qualified.

The campus is committed to the personal growth of each staff member. In addition to PLCs, we seek ways to provide teachers with additional training and staff development, such as webinars, book studies, Region 10 offerings, teacher observation, reading education related articles, mentor, etc.

Pottsboro Elementary strives to meet the diverse needs of students and families they serve through a focus on Postsecondary Readiness, a culture of high expectations, and a shared vision of success for all students. Shared leadership and decision making is evident through the biweekly staff meetings with the administrative team that consists of the principal, assistant principal, RTI coordinator, librarian, and counselor. Monthly staff meetings are focused on instructional practices, analysis of data and other job embedded professional development that strengthen our staff's effectiveness and sharpen their focus on our school's vision.

Pottsboro Elementary uses data to improve academic achievement for all students. Administrators and staff members work together to monitor student progress. When students are not making progress, Pottsboro Elementary utilizes Response to Intervention process, ARD and 504 meetings to make adjustments. Teachers use Professional Learning Communities to ensure effective use of planning and instructional time. Administrators plan effectively to ensure that teachers can focus on instructional time without significant interference in the learning process.

Pottsboro ISD provides a great deal of technological resources to the staff and students, but has some limitations. Each classroom has a presentation station with a Smartboard and document camera, but have limited devices for students. Some teachers have been awarded iPads through grants from the Pottsboro Education Foundation. The Elementary has one computer lab, an additional class set of iPads in the library, and three computer laptop carts. Pottsboro elementary students need 1-1 technology Pre K- 4th grade.

Pottsboro Elementary currently offers 3 specials rotations (Computer, Art, and P.E.). Pottsboro elementary lacks the teaching of fine arts. Pottsboro Elementary needs to add a music class to its specials rotations.

## School Processes & Programs Strengths

- Weekly Professional Learning Communities to review instruction and data

- Highly qualified teachers with extra certifications and degrees
- Small group instruction based on student needs
- 40 minutes of structured intervention/enrichment time (RTI) for all students four times a week
- Students receive effective skill-based interventions resulting in measurable progress
- Reading and Math Workshop design
- Pottsboro Elementary's teacher retention rate is 88%.
- The average teaching experience on campus is 13 years, which is above the state average of 11.1 years.
- All teachers share a common planning period where PLCs promote teamwork and shared responsibility.
- PLCs to support teachers
- TTESS formative process
- Duty Roster organization
- Common Planning Time for PLC
- RTI progress reports
- Headsprout reports
- Focus on instruction design models that incorporate cooperative learning, creativity, and rigorous curriculum
- 100% compliant with district safety drill requirements
- Optimal use of master schedule for instruction
- Pottsboro Elementary uses technology programs to support remedial learning and intervention including programs like DreamBox, Education Galaxy, Reading Eggs, Headsprout, etc.
- 3-4 Pottsboro Elementary classrooms are equipped with 1-1 student/computer ratio
- K-2 Pottsboro Elementary classrooms are equipped with SMART Boards, Elmos, projectors, 2 laptops, and 5-6 ipads
- PISD IT department strives to be efficient and timely in accommodating all technology support requests. The department also provides and encourages participation in summer training as well as trainings for tech courses

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

**Problem Statement 1 (Prioritized):** Pottsboro Elementary's PLCs are more lesson focused. Teachers need data driven professional development and collaboration training. **Root Cause:** Teachers need more time, organization, and experience in PLCs.

**Problem Statement 2 (Prioritized):** Pottsboro Elementary's Makerspace/STEM program lacks the resources to be effective. **Root Cause:** The Makerspace/STEM program needs its own budget/fund to enable it to be a successful learning opportunity for students.

**Problem Statement 3 (Prioritized):** Pottsboro Elementary is unable to move to higher levels of technology integration in the classrooms. **Root Cause:** More time/training and money is needed to allow Pottsboro Elementary to advance from just having technology tools to actually using the tools to integrate technology into the curriculum.

# Perceptions

## Perceptions Summary

Pottsboro Elementary continues to increase efforts to communicate with families and the community in a variety of ways. To increase parental involvement and engagement, staff continues to identify ways to evolve home and school communication. We hold a consistent routine across grade levels for communication with parents through student take-home folders, Blackboard, Remind and access to the Parent Portal. Pottsboro Elementary school's website and social media accounts are updated regularly. The PTA/volunteer programs are in place and thriving.

There are four facets for how parent and community involvement is fostered on campus:

1. The Parent-Teacher Association
2. Partnerships with local churches, Visions of Sugarplums, and other civic organizations and businesses
3. Two-way communication between staff and parents (folders, phone calls, conferences, text applications, and email)
4. Parent and community volunteers in the classrooms, door greeters, and office

Pottsboro Elementary School has compassion for students and families. The climate is family-oriented. We believe this compassion can be shown consistently throughout our school by implementing a school-wide positive reinforcement program. Cardinal Pride can be observed through a variety of campus activities. Our campus is a desirable place to work and learn. We believe providing a positive atmosphere for students and faculty will ultimately lead to higher academic performance. In order to achieve that climate, we must promote positive behaviors through a campus-wide discipline program. Communication is vital for increasing efficiency in our academic setting. Pottsboro Elementary School strives to excel in the areas of positive reinforcement, discipline, and communication.

## Perceptions Strengths

- All of Pottsboro Elementary's school functions are well attended by families
- The volunteers for Watch D.O.G.S., One Plus One Mentoring, Grandparent Program, and PTA are reliable and dependable
- The PTA encourages parental and community involvement by hosting the Book Fair, Fine Arts day, teacher luncheons, etc.
- Increased and improved use of social media to communicate appropriately with parents and the community
- Strong and consistent support from local churches
- Every student receives a free and healthy breakfast daily.
- Implementation of RTI for all students
- Teamwork (PLC)
- Compassion
- Staff dedicated to student achievement
- Cardinal Pride (desire to work in Pottsboro) vested teachers
- Community involvement
- Students have access to leadership and extra-curricular activities: Kids Club, PYA sports teams, morning announcements that celebrate student achievements, and fundraising opportunities to support various charities.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Communication lacks effectiveness between school and home, which leaves students unprepared for academic success. **Root Cause:** Lack of internet access at home

**Problem Statement 2 (Prioritized):** The physical activity environment is lacking at the elementary school. **Root Cause:** The current playground is outdated and unsafe for children to use.

# Priority Problem Statements

**Problem Statement 1:** Pottsboro Elementary has an attendance rate of 94.95%, which is below the targeted average of 97%.

**Root Cause 1:** Pottsboro Elementary needs a more systematic approach to hold parents and students accountable for absences

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Pottsboro Elementary's Special Education program has a population of 14.92% compared to the state average of 11.3%.

**Root Cause 2:** Pottsboro staff needs a better understanding of the special education referral process.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 3rd and 4th grade STAAR reading scores have only shown a slight increase in the past few years.

**Root Cause 3:** Understaffing of teacher aides and a need for more researched based curriculum for all students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** STAAR scores have underperformed in 3rd/4th math.

**Root Cause 4:** In the past years, the school did not follow vertical alignment and curriculum guidance provided by TRS.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 3rd and 4th grade Special Education STAAR scores have been underperforming the last few years.

**Root Cause 5:** The state eliminated the STAAR-M, and SPED students are expected to take the exact same test as their general education peers.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Pottsboro Elementary's PLCs are more lesson focused. Teachers need data driven professional development and collaboration training.

**Root Cause 6:** Teachers need more time, organization, and experience in PLCs.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Pottsboro Elementary's Makerspace/STEM program lacks the resources to be effective.

**Root Cause 7:** The Makerspace/STEM program needs its own budget/fund to enable it to be a successful learning opportunity for students.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Pottsboro Elementary is unable to move to higher levels of technology integration in the classrooms.

**Root Cause 8:** More time/training and money is needed to allow Pottsboro Elementary to advance from just having technology tools to actually using the tools to integrate technology into the curriculum.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Communication lacks effectiveness between school and home, which leaves students unprepared for academic success.

**Root Cause 9:** Lack of internet access at home

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** The physical activity environment is lacking at the elementary school.

**Root Cause 10:** The current playground is outdated and unsafe for children to use.

**Problem Statement 10 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

## Employee Data

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** Pottsboro Elementary will ensure students, staff, parents, and the community believes that the school is safe, supportive, and collaborative for the enhancement of student learning.

**Performance Objective 1:** Pottsboro Elementary students, staff, parents, and the community perceive the school environment as safe and orderly.

**High Priority**

**Evaluation Data Sources:** P.E.S. will provide documentation to district safety officials showing compliance with all required monthly drills that follow PISD Safety Response Protocols and Pottsboro Elementary Campus Emergency Operations Plan. The campus will collect student, staff, and parent survey results indicating the overall safety of the school environment.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and staff will follow the Pottsboro Elementary school-wide expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting the expectations of the school will result in less discipline referrals and an enhancement of student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators , Office Staff, Safety Committee, and Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students, staff, and visitors will comply with Pottsboro ISD Safety Response Protocols through monthly safety drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Knowledge of Safety Response Protocols and Crisis Plan.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, staff, district safety personnel, students, and visitors (SRO, Fire Chief).</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<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 1:** Pottsboro Elementary will ensure students, staff, parents, and the community believes that the school is safe, supportive, and collaborative for the enhancement of student learning.

**Performance Objective 2:** Pottsboro Elementary staff will support the social and emotional growth of all students in the learning community.

**Evaluation Data Sources:** P.E.S will implement Positive Behavior Intervention Support (PBIS) strategies through A.C.T Like a Cardinal expectations in addition to promoting Core Essentials. Supports will be monitored through Ascender and Educators Handbook.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> P.E.S. will implement strategies from PBIS into the school-wide expectations, including tickets and the Principals' Clean Card Party, in order to promote a safe and supportive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will demonstrate knowledge of the schools expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Office Team, Staff, and Students.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> P.E.S. will support a Core Essentials culture. Administrators and staff will promote Core Essentials through morning meetings, morning announcements, and counselor led presentations.</p> <p><b>Strategy's Expected Result/Impact:</b> P.E.S. students will interact with the learning community in ways that promote kindness and a mutual respect and acceptance for all.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators, Staff, and Students</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> P.E.S. will promote a college and career readiness environment with guidance lessons and Career Day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of colleges and careers available to students after graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administrators, Staff, and Students</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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 2:** Pottsboro Elementary will have structures and systems in place to ensure the efficiency of effective teaching and learning processes which will prepare students for graduate and post secondary success.

**Performance Objective 1:** Collaborative teams will meet regularly to address lesson design, learning standards, and instructional strategies regarding curriculum, instruction, assessment, and achievement of all students.

**High Priority**

**Evaluation Data Sources:** Collaborative team goals, norms, agendas, minutes from meetings, lesson design products, and reflections from learning walk throughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> P.E.S. teachers will utilize TRS curriculum map to best sequence learning standards to facilitate learning mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Curriculum and standards are sequenced to meet the needs of students. Promotes individual student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Administrators, and Curriculum Coordinators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaborative teams will work through the PLC cycle in order to analyze instruction, assessments, student outcomes, and develop action plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Multiple resources will be used to monitor and track student learning outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> P.E.S teachers will develop small group lesson plans based on individual classrooms and student's RTI needs.  <b>Strategy's Expected Result/Impact:</b> Student mastery of grade level TEKS in all content areas.  <b>Staff Responsible for Monitoring:</b> Staff, Administrators, Rti Coordinator</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,            Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Administrators will develop a system to hold students/parents accountable for 10 or more absences. This will include BIP's, truancy letters, and weekly phone calls.  <b>Strategy's Expected Result/Impact:</b> Holding parents accountable for students absences will allow students the time needed in the classroom to achieve academic and social emotional success.  <b>Staff Responsible for Monitoring:</b> Office staff and Administrators</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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 2:** Pottsboro Elementary will have structures and systems in place to ensure the efficiency of effective teaching and learning processes which will prepare students for graduate and post secondary success.

**Performance Objective 2:** P.E.S. students will show adequate yearly progress on district and state assessments.

**High Priority**

**Evaluation Data Sources:** Pottsboro will use multiple levels of data throughout the year to develop academic plans (R-Star, mClass, Interim, STAAR, and Guided Reading).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize RTI Time to provide data-driven small group instruction that targets specific skill areas to support proficiency/enrichment in math, reading, and writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth and academic achievement based on needs.</p> <p>Closing achievement gaps, intensive remediation, progress monitoring            Research based interventions            Utilize online programs Education Galaxy and Reading Eggs            Utilize paper based Target Math/ELAR and Texas Study Weekly</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Staff and Administrators</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use the PLC processes to accurately identify students needing interventions, collaborate on student needs, and designing interventions based on individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth based on needs</p> <p><b>Staff Responsible for Monitoring:</b> Staff and Administrators</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> P.E.S. will closely monitor academic performance for all special populations and student demographic groups, Academic plans will be adjusted according to the data.</p> <p><b>Strategy's Expected Result/Impact:</b> Individual student growth and academic achievement based on needs.</p> <p><b>Staff Responsible for Monitoring:</b> Staff, Administrators, Rti Coordinator.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 3:** 100% of instructional staff will attend yearly professional development with a focus on student achievement in the classroom.

**Performance Objective 1:** Pottsboro Elementary staff will attend professional development that is aligned to teacher T-TESS goals that are specific to their diverse classroom needs.

**High Priority**

**Evaluation Data Sources:** 2022-23 STAAR /Benchmark results, Achievement of Distinction Designations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal as Learning Leader: Campus leader(s) will attend Professional Development and provide staff development related to specific sessions attended.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation of learning as observed in the classrooms &amp; T-TESS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Weekly grade level collaboratively planning with appropriate staff to discuss effective time management strategies and instructional practices to enrich classroom instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved lesson plans, obtaining more data, common assessments &amp; benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Appropriate staff/Administrator</p> <p><b>Title I:</b> 2.4, 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will create vertical curriculum alignment for all grade levels in elementary during professional development calendar days/early release day. <b>Strategy's Expected Result/Impact:</b> Lesson plans reflect TEKS objectives, Improved student performance/scores, Report cards, records of team meetings (PLC notes), Improved communication among staff regarding student performance. <b>Staff Responsible for Monitoring:</b> Administrator(s), Curriculum Director, appropriate staff  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Faculty will attend regular staff meetings. <b>Strategy's Expected Result/Impact:</b> Record/Agenda of Faculty/Staff meetings, Improved communication among staff regarding student performance. <b>Staff Responsible for Monitoring:</b> Administrator, Faculty/staff  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> All staff will be required to attend CPR/AED training every other year. <b>Strategy's Expected Result/Impact:</b> Maintain ongoing certification. <b>Staff Responsible for Monitoring:</b> All appropriate staff  <b>Funding Sources:</b> - Title 11	Formative			Summative
	Nov	Jan	Mar	May
<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 4:** Pottsboro Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to capitalize on their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well-rounded education.

**Performance Objective 1:** Engage parents in opportunities that increase student outcomes. Pottsboro ISD will provided education and awareness to all students, staff, and school community through communication in order to increase parent and community engagement.

**Evaluation Data Sources:** Sign -in sheets will indicate an increase of the number of families who are engaged in activities offered.  
Parent survey data, student participation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to cultivate parent and community involvement through:</p> <ul style="list-style-type: none"> <li>-Meet the Teacher Night</li> <li>-Grandparents' Day</li> <li>-STEM Night</li> <li>-PTA programs including Watch D.O.G.S. program</li> <li>-Community volunteers for tutoring and other campus needs</li> <li>-Continued support of the Pottsboro Education Foundation.</li> <li>-Continue with Art show fundraiser</li> <li>-Book Fair</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase family/parent involvement</p> <p>Increase opportunities for parent/community members to visit the school</p> <p>PTA membership/Participation</p> <p>Pottsboro Education Foundation develops a vital link between the community, between the classroom, and creates funding for teachers to write grants for learning</p> <p>Pottsboro will establish at least one new community partnership by the end of the 2022-23 school year such as, local realtors and Pottsboro Public Library.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers/Staff Counselor Community volunteers Business sponsors</p> <p><b>Title I:</b> 4.2</p> <p><b>Funding Sources:</b> - 211 Title 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen communication by:</p> <ul style="list-style-type: none"> <li>-Sending weekly newsletters and academic/behavior reports/remind or email to parents</li> <li>-Continued use of Parent Portal</li> <li>-Distribute Title 1 School-Parent Compact</li> <li>-Distribute Parent and Family engagement Policy</li> <li>-Six week positive behavior assemblies, and end of year awards assembly</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between faculty to parents through weekly classroom newsletters.</p> <p>Three week interim progress report are sent if student is falling. Six week report cards/weekly discipline reports are sent home.</p> <p>Parents to have access to weekly grade updates through Parent Portal.</p> <p>Recognition of student behavior</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers/Staff Counselor Parents</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> - Activity Account</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Pottsboro Elementary will offer at least two Parent Education events and provide parent education resources.</p> <ul style="list-style-type: none"> <li>-Annual Title I Parent Meeting</li> <li>-Dyslexia Night</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase parental engagement and to empower parents to support their child's learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Title I:</b> 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Pottsboro Elementary will partner with the Pottsboro Library to meet the internet needs of our rural families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's ability to complete online assignments.</p> <p>Create a level playing field for all students academically.</p> <p>Build a strong relationship between the school, library, and families.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, admiration, and computer lab teacher.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	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>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Riner	Rti Aide	Title 1	1
Cherl West	Rti Aide	Title 1	1
Darla Burpo	SPED Aide	Title 1	1
Katrina Manning	Rti Aide	Title 1	1
Mallorie Seymour	Computer Lab Teacher	Title 1	1

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Crystal Thomas	RTI Coord.
Classroom Teacher	Amy Googans	Teacher
Classroom Teacher	Jennifer Kirk	Teacher
Classroom Teacher	Tami Matteson	Teacher
Counselor	Dadie Condron	Counselor
Classroom Teacher	Jessica Hackworth	Teacher
Classroom Teacher	Cassidy Chapman	Teacher
Classroom Teacher	Melanie Love	Teacher
Business Representative	Lanny Morrow	Business Rep.
District-level Professional	Sherrie Tew	Technology Specialist
Business Office	Tracie Daniel	Sec.
Classroom Teacher	Marsha Sample	Special Ed. Teacher
Community Representative	Leslie King	BAFYO Community Rep.
Parent	Lauren Westoff	Parent
Paraprofessional	Cayton Ingrid	Aide

# Campus Funding Summary

Title 11					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
Activity Account					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$0.00
<b>Sub-Total</b>					\$0.00