

Eagle Mountain-Saginaw Independent School District
Remington Point Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The purpose of Remington Point Elementary is to instill a passion for learning that is built on a firm foundation of individual academic success for all students.

Vision

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

An expression of fundamental values; ethical code, overriding convictions, and rock-solid principles.

1. Every student is a unique individual with unique potential.

2. Timely and accurate communication is key to success.

3. Engaged and interested students learn more effectively.

4. Education is a team effort.

5. High quality educational facilities optimize student and staff success.

6. Accountability is essential to success.

7. A physically and emotionally safe environment promotes student learning.

8. A high quality education is barrier free.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Remington Point Elementary has 551 students enrolled as of September 2022. Remington Point Elementary offers the following instructional programs and services: Bilingual and Monolingual Gifted & Talented, ESL Content-Based, Bilingual One-Way, Special Education Resource, Special Education LIFE, Special Education ACES program, Special Education Speech Therapy, Dyslexia and Dysgraphia Services, Title I Reading Services and Title I Math Services.

Faculty and Staff Data 2022-2023

Full-Time RPE Employees:

- 30 General Classroom Teachers; 14 Hispanic, 15 White, 1 Asian
- 5-Kindergarten
- 4-1st Grade
- 5-2nd Grade
- 6-3rd Grade
- 6-4th Grade
- 4-5th Grade
- 4 SPED Teachers; 3 White, 1 Black
 - 1- LIFE; 1 ACES; 2- Resource
- 1 Speech Therapist; 1 Hispanic
- 1 Counselor; 1 Asian
- 1 Physical Education Teacher; 1 White
- 1 Fine Arts Teacher; 1 White
- 1 Librarian; 1 White
- 11 Paras; 4 Hispanic, 6 White and 1 Black
- 1 ELAR Instructional Coach; 1 White
- 3 Instructional Specialists; 2 White, 1 Hispanic
- 3 Custodians; 1 Asian, 2 Hispanic
- 4 Cafeteria workers; 4 Hispanic
- 2 Administrators; 2 White
- 1 School Nurse; 1 White

Part-Time RPE Employees:

- 1 Intervention Counselor; 1 Hispanic
- 1 SPED Counselor; 1 White
- 2 Gifted and Talented Teachers; 1 White, 1 Hispanic
- 1 Diagnostician; 1 Hispanic
- 1 IEP Facilitator; 1 White

- 1 IEP Clerk; 1 Hispanic
- 1 Dyslexia Therapist; 1 White
- 1 Dysgraphia Therapist; 1 White
- 1 Parent Liaison; 1 Hispanic
- 1 Computer Tech; 1 White
- 1 Math Instructional Coach; 1 White
- 1 Bilingual Literacy Instructional Coach; 1 Hispanic

Student Demographic Data 2022-2023:

- White: 23.04%
- Hispanic/Latino: 54.11%
- Black/African American: 16.79%
- Asian: 2.68%
- American Indian/Alaska Native: 0.00%
- Native Hawaiian/Other Pacific: 0.71%
- Two or More: 2.68%
- Economic Disadvantage - 63.04%
- Special Education: 10.54%
- Bilingual Education: 25.89%
- ESL Education: 4.29%
- Gifted and Talented: 5.00%
- Section 504: 7.34%
- Male: 53.3%
- Female: 46.7%

Attendance Data 2021-2022

Overall: 93.6

Demographics Strengths

Low student/teacher ratio

Diverse student population

Student Achievement

Student Achievement Summary

2022-2023 STAAR Results

Met Expectations (Approaches), All Students, Reading 75%

- 3rd grade, Reading 74% & Spanish 47%
- 4th grade, Reading 74% & Spanish 33%
- 5th grade, Reading 81%

Met Expectations (Approaches), All Students, Math 69%

- 3rd grade, Math 74%
- 4th grade, Math 56%
- 5th grade, Math 76%

Met Expectations (Approaches), All Students, Science 66%

- 5th grade, Science 65%
- 5th grade, Science Spanish 0%

	DRA/BAS	Below Grade Level	On or Above Grade Level
EOY KG 2021-2022	51%		49%
EOY First 2021-2022	49%		51%
EOY Second 2021-2022	54%		46%

Student Achievement Strengths

Reading (English) 75% Approaches

- 3rd Grade Reading = 8% increase (2021 = 66%; 2022 = 74%)
- 4th Grade Reading = 11% increase (2021 = 63%; 2022 = 74%)
- 5th Grade Reading = 4% increase (2021 = 61%; 2022 = 65%)

Math 69% Approaches

- 3rd Grade Math = 18% increase (2021 = 57%; 2022 = 74%)
- 4th Grade Math = 4% increase (2021 = 52%; 2022 = 56%)
- 5th Grade Math = 17% increase (2021 = 59%; 2022 = 76%)

Meets Levels

- 3rd Grade Math = 20% increase (2021 = 20%; 2022 = 40%)
- 4th Grade Reading = 9% increase (2021 = 35%; 2022 = 44%)
- 5th Grade Math = 17% increase (2021 = 36%; 2022 = 53%)
- 5th Grade Reading = 10% increase (2021 = 39%; 2022 = 49%)

Mastery Levels

- 3rd Grade Math = 11% increase (2021 = 6%; 2022 = 17%)
- 3rd Grade Reading = 10% increase (2021 = 11%; 2022 = 21%)
- 4th Grade Reading = 12% increase (2021 = 13%; 2022 = 25%)
- 5th Grade Math = 10% increase (2021 = 15%; 2022 = 25%)
- 5th Grade Reading = 9% increase (2021 = 25%; 2022 = 34%)

School Culture and Climate

School Culture and Climate Summary

10 Staff Members took the Employee Engagement Survey

100% of the staff enjoy working with their principal or direct supervisor.

100% of the staff is engaged in their work.

90% of the staff stated that employment in EMS ISD gives them a feeling of accomplishment.

All staff members rated the areas of Safety agree or strongly agree.

See addendum for detailed results of survey data.

Remington Point has a very unique culture and climate. Faculty and staff are eager to support one another with a mentality of "failure is not an option". When there is a need, the staff unites and rallies to meet the need. Parents fully trust Remington Point to not only keep their student safe, but to close gaps or extend student knowledge with high-levels of instruction. Remington Point has a process to grow not only staff but students.

PTA is very involved in extending student and staff success. They provide funding for events and activities such as Back to School Fiesta and Trunk or Treat/Fall Festival.

School Culture and Climate Strengths

The overall quality of the school was rated Excellent/Good at 100%.

100% of the staff members Strongly Agree or Agree that they are engaged in their work.

100% of the staff stated that families are encouraged to attend school-sponsored events.

100% of the staff members Strongly Agree or Agree that they are proud to work in EMS ISD.

100% stated that individuals are treated fairly regardless or any circumstance.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

As a Professional Learning Community we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for education and align to our vision and goals. We work to support one another in order to effectively serve our entire Remington Point community.

Learning opportunities are embedded in each area of our work as a Professional Learning Community. Campus-wide, vertical, grade level, leadership, and individual learning opportunities will be consistently implemented as part of our campus professional learning plan. Areas of learning will include but are not limited to instructional practice, using data to inform, utilizing resources, leadership, and relationship building.

- Campus Professional Learning - weekly professional learning is provided at Remington Point Elementary. The professional learning is determined based on the needs of the staff.
- Grade Level PLCs meet bi-weekly and vertical PLCs meet once a month.. The work is centered around the 4 questions and using data to drive the instructional needs of the students.

Staff Quality, Recruitment, and Retention Strengths

- Content specialist available to provide job embedded PD.
- Math and Reading Coaches have knowledge and expertise to promote teacher capacity.
- PD built into monthly calendar.
- Common Planning time built in to master schedule for Kinder - 5th grade, SPED and Specials.
- Ongoing professional learning provided to all professional staff members from the district and campus.
- Bi-weekly PLCs built in to the master schedule for Kinder - 5th grade.
- Designated intervention time (WIN) to meet the needs of students and protect tier 1 instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum -

- Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS to the same depth & complexity.
- Teams work to plan unit by unit to ensure standards are unpacked, common assessments are developed, instructional pacing and strategies are discussed, and data meetings are set to ensure learning and plan next steps.

Instruction -

- Instructional Coaching - Title I Reading and Math coaches are available to model lessons, support planning, and offer feedback to the general education and special education teachers.
- All general education teachers and special education teachers receive training on the district fundamental practices.
- SLO's and T-TESS Professional Goals collectively developed.

Assessment -

- Literacy - Fountas & Pinnell Benchmark Assessment System, iStation, mClass K-2, Short Cycle Assessments
- Dyslexia Screeners K/1
- Math - iStation
- District Common Assessments
- Benchmarks
- Interim 3-5

Curriculum, Instruction, and Assessment Strengths

Collaborating in teams

Implementing curriculum

Monitoring student learning through ongoing assessments

Providing intervention and enrichment in a systematic way

Guaranteed and viable curriculum across each grade level

School Context and Organization

School Context and Organization Summary

Remington Point Elementary is aligned with our District Mission of fostering a culture of excellence that instills the passion for a lifetime of continuous achievement for every student.

At Remington Point Elementary we foster continuous achievement in academic growth and emotional learning in every child, every day.

Build Relationships

Nurture Growth

Inspire Success

All professional staff members are invited to Inspire in July. Those in attendance analyze campus data and determine our top needs for the upcoming school year. Based on the data, SMART goals are determined and professional development needs are identified.

There are a variety of collaborative group structures in place to ensure a guaranteed and viable curriculum across the campus.

PLCs -

- All Grade Levels
- Monthly Vertical

There are a variety of leadership opportunities available at Remington Point Elementary. A survey was sent at the beginning of the year and staff members had the opportunity to select a committee they are interested in for the school year.

- Attendance Committee
- Core Crisis Committee
- Counseling Advisory Committee
- CPAC
- DPAC
- Grade-Level Team Leads
- Spelling Bee Coordinator
- Sunshine Committee
- UIL Coordinator

School Context and Organization Strengths

- All general education teachers are a member of a grade level PLC.
- Math and Reading Title I Coaches facilitate PLC to build teacher capacity
- A vertical PLC is held once a month

Technology

Technology Summary

SUMMARY

A campus technology team is established and has created a plan for this school year that facilitates continuous efforts to grow student and parents' technology literacy as well as cyber citizenship. The team will meet on an as needed basis to revise the plan.

New technology has been added to enhance instructional practice for the 2022-2023 school year.

Kinder – 4th has achieved 1:1 device implementation.

5th grade is sharing two complete carts and expect the whole grade level to be 1:1 device implementation by 9/23/22

Teacher Training Support.

Technology Tuesday's support from District Its.

Remington Point has Teacher Training Support provided by District IT and Campus IT. District IT hosts a Technology day once a month for support.

- Grades 3rd, 4th and 5th are 1-to-1 with laptops
- Grades Kinder-3rd are 1-to-1 with iPads

Technology Strengths

- Regular training and support drive a unique and authentic learning experience for all students.
- 1:1 device implementation with laptops in all tested grades.
- Weekly lab visits through specials rotation drive student's technology literacy.
- Parent Tech Tubs reserved for parent and family support on campus.

Goals





Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: By the end of the 2022 - 2023 school year, 100% of kindergarten, first, and second grade students will meet or exceed at least one year of growth as measured by the Fountas & Pinnell Assessment System.

At the end of the 2021-2022 school year, 71% of Kindergarten, 72% of first grade and 55% of second grade students made at least one year of growth as measured by BAS.

Evaluation Data Sources: EOY Fountas & Pinnell Benchmark Assessment Data- Kg, 1st, 2nd Grade
mClass Data
District assessments, universal screeners, diagnostic assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the instructional coach as a resource for our K-2 teachers to ensure high quality Tier 1 instruction is taking place that aligns with our district curriculum.</p> <p>Strategy's Expected Result/Impact: Walkthroughs, observations, and PLC discussion will show alignment and an increase in rigorous instruction in the younger grade levels.</p> <p>SLO discussions will track interventions that are and are not being successful, so the Title reading coach and grade level teachers can work together to implement different strategies, if needed.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 - Title 1, Part A</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Dec	Mar	June
<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: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of the 2022 - 2023 school year, 60% of third, fourth, and fifth grade students in the sub-population "white" will Meet Standard on the 2023 STAAR Reading Assessment.

At the end of the 2021-2022 school year, 54% of third, fourth, and fifth grade students in the sub-population "white" Met Standard on the 2022 STAAR Reading Assessment.

High Priority

Evaluation Data Sources: 2022-2023 STAAR Data - 3rd - 5th Grade Reading STAAR
2022- 2023 Interim Assessments
2022 - 2023 DCAs





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional strategies, components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1, Part A - \$60,000</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: At the end of each assessment period, 90% of all Kindergarten and First Grade students will meet or exceed mastery on math report card standards.

Evaluation Data Sources: Nine Week Report Cards
iStation (BOY/MOY/EOY)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use number corner daily to build number sense and numeracy.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed mastery on math report card standards.</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student goal setting and data tracking. Data tracking will be used through formative assessments to provide feedback to students.</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability Monthly ISIP progress monitoring</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will assess K-2 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement.</p> <p>Strategy's Expected Result/Impact: Kindergarten will increase in T1 from 55% to 70%. First grade will increase in T1 from 62% to 80%. Second grade will increase in T1 from 35% to 60%.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Instructional Coaches, Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<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: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)





Performance Objective 4: By the end of the 2022 - 2023 school year, 59% of third, fourth, and fifth grade students in the sub-population "white" will Meet Standard on the 2023 STAAR Math Assessment.

At the end of the 2021-2022 school year, 43% of third, fourth, and fifth grade students in the sub-population "white" Met Standard on the 2022 STAAR Math Assessment.

High Priority

Evaluation Data Sources: Istation data
Walk-throughs and observations
DCA results
Interim assessments
STAAR results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will work directly with teachers modeling lessons, provide one-on-one support, and facilitating professional development and collaborating with teachers during PLC time.</p> <p>Strategy's Expected Result/Impact: Alignment of instructional strategies, components of a balanced literacy across all grade levels, effective collaboration among teachers during PLC</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy</p> <p>Funding Sources: - 211 - Title 1, Part A - 60,000</p>	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	June
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Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: At the end of 2022-2023 school year 70% of all second grade students will meet or exceed passing standard as measured by the Math District Common Assessments (DCAs).

At the end of the 2021-2022 school year, 61% of second grade students were at meets or exceeds passing standard as measured by the end of year Math District Common Assessments (DCAs).

Evaluation Data Sources: District Common Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use number corner daily to build number sense and numeracy.</p> <p>Strategy's Expected Result/Impact: Students will meet or exceed passing standards on DCAs</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Individual student goal setting and data tracking</p> <p>Strategy's Expected Result/Impact: Overall increase in achievement and accountability Monthly ISIP progress monitoring</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Coaches Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize backward design planning and create formative assessments during each unit.</p> <p>Strategy's Expected Result/Impact: 70% of all second grade students will meet or exceed passing standard as measured by the District Common Assessments (DCAs)</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will implement district-created second grade spiral review in their lesson plans.</p> <p>Strategy's Expected Result/Impact: An increase in students meeting the passing standard on DCAs</p> <p>Staff Responsible for Monitoring: Teachers Administration Instructional Specialists Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: During the 2022 - 2023 school year, 100% of the professional staff will be provided professional learning that increases their capacity to provide rigorous learning for all students.

Evaluation Data Sources: Weekly PLCs with Documentation in OneNote, Monthly Vertical PLCs, Campus Professional Learning Plan Teacher Professional Goals through TTESS, Learning Walks for All New teachers

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will meet regularly to discuss student achievement of designated learning objectives. Teachers will use the data to make adjustments to their instruction in order to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: The PLC time will allow teachers to discuss the 4 guiding questions and analyze student data that gauges understanding.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Supplies - 211 - Title 1, Part A - \$1,500</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach will help facilitate grade level PLCs to provide support and embed professional learning in curriculum and content while developing unit plans.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of content and curriculum to meet the needs of students and use effective instructional practices.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coaches Instructional Specialists</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and instructional staff will engage in Learning Walks to collaborate on best teaching strategies for Tier 1 instruction, classroom learning environment, and learner engagement.</p> <p>Strategy's Expected Result/Impact: Teachers will self reflect on their own practices and their classroom learning environment. Teachers will use the Learner engagement rubric to assess and reflect on current practices.</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Specialists Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
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Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: Remington Point Elementary student attendance will be at least a 97% by the end of the 2022-2023 school year.

For the 2021-2022 school year, the end of year attendance rate was 93.6%.

Evaluation Data Sources: Monthly Attendance reports from the district





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly provide families with students problematic attendance with research and helpful tools regarding the importance of regular attendance- informational emails at 5+ unexcused absences.</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Staff Responsible for Monitoring: Administration Teachers Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 3: Throughout the 2022 - 2023 school year, Remington Point Elementary will increase partnerships between school and home.

Evaluation Data Sources: Event Participation
 Online Activity
 Parent School Climate Survey





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our campus PTA will host events for parents and students that target building home-to-school partnerships, community involvement, parent involvement, promote citizenship and give parents opportunities to learn how they can support their child's social and academic growth at home.</p> <p>Strategy's Expected Result/Impact: The PTA hosted activities will strengthen lines of communication and interaction between parents, the school and our community so that we can build a partnership that improves the lives of students socially, emotionally and academically.</p> <p>Staff Responsible for Monitoring: Staff Administration</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide timely communication to parents using: Grade Level Parent Newsletters, Campus Website, Campus Facebook Page, Grade Level Remind, Campus Remind, Campus Newsletter</p> <p>Strategy's Expected Result/Impact: 100% of responses on the School Climate Survey for Parents will indicate "Strongly Agree" or "Agree" for the statement:</p> <p>"I am kept informed about activities, such as tutoring or after-school programs, student performances, parent/guardian workshops, and other events."</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Administration will hold an Annual Title 1 Meeting to distribute the Parent Engagement Policy as well as inform parents of Title 1 status and requirements.</p> <p>Strategy's Expected Result/Impact: Inform parents of Title 1 participation and components Distribute Parent Engagement Policy and Title 1 Parent - Student - School Compact</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 100% of all campus employees will follow the campus and district protocols/plan to ensure a safe and secure environment.

Evaluation Data Sources: Campus Emergency Operations plan efficiency
Data collected from drills


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The entire staff and students will be trained in the Standard Response Protocol, Reunification Protocol, Avoid/Deny/Defend, and using Crisis Go to account for all students.</p> <p>The SRP information will be communicated to parents in online newsletters.</p> <p>Strategy's Expected Result/Impact: Clear understanding on how to respond in an emergency event and the steps that need to be taken. Parents and guardians will understand how to respond appropriately in the event of a crisis situation on the campus.</p> <p>Staff Responsible for Monitoring: Staff Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)


Performance Objective 2: 100% of RPE staff will implement an evidence-based tiered system of behavioral support to meet the behavioral needs of students.


Evaluation Data Sources: Attendance, discipline referrals, failure lists, observation, restraint data, counselor data/reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RPE will continue to implement STOIC/CHAMPS and MTSS strategies, structures and procedures.</p> <p>Strategy's Expected Result/Impact: Students will be able to function at high behavioral levels that include:</p> <ul style="list-style-type: none"> -Conflict resolution -Self-Advocating -Selecting self-deescalating strategies -Able to communicate needs to staff members -Behavioral compliance <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Posters/paper products - 199 - General Fund - \$200</p>	Formative		
	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

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