

Jasper Independent School District
Parnell Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

The Mission of Parnell Elementary is to provide an excellent education for all students.

Vision

The Vision of Parnell Elementary, in partnership with families and the community will inspire, nurture and empower students to achieve their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Parnell Elementary School was opened on September 1, 1955 and named for J.F. Parnell, the Superintendent of Schools for over 43 years. Parnell Elementary currently serves 336 students from 4th and 5th grade, as of May 15, 2020. The campus enrollment has steadily decreased over the past 15 years. The ethnic breakdown for the campus is 35.1% African American, 39.0% White, 20.8% Hispanic, 4.8% Two-or-More races, and 0.3 Asian. The campus is made up of 80.7% Economically Disadvantaged students, and 60.77% considered At-Risk. With such a large population of economically disadvantaged students, Parnell Elementary offers free lunch and breakfast daily to all students.

Campus staffing consists of 30 teachers and reflects experienced teachers with the majority having more than 6 years of service in education. Recently, the campus has hired teachers who are seeking alternative certification to teach subjects such as Math, Reading, Writing and Science.

The campus continues to pursue engagement with the community through parental involvement nights such as Family Fitness Nights, Literacy Night, Math Night, Science Fair, Wax Museum, Outdoor Learning, as well as an ESL/Bilingual Night. We also offered community involvement events such as Trail of Treats and Winter Games. Communities in Schools is active on our campus.

Demographics Strengths

Parnell Elementary has a diverse population with a low mobility rate. The attendance rate for the 2018-19 school year is currently 95.7%. Due to the high number of low socioeconomic students, our campus receives Title 1 funds which are used for Reading and Math Labs. These labs allow for certified teachers to come into the classrooms and work with our struggling students on specific needs identified through our MAP Growth screener.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Parnell Elementary has a high rate of students who are classified as economically disadvantaged. **Root Cause:** Many of our students come from single parent households with inadequate resources, and few opportunities for economic growth .

Student Learning

Student Learning Summary

Parnell Elementary uses DMAC data software that enables teachers to view assessment data for all of their students. Teachers are able to use the data to drive instruction by looking at an item analysis, the different sub-populations and making instructional adjustments.

Parnell Elementary received a rating of Improvement Required for the 2018-19 school year, based on STAAR data from 2017-18.

Based on the changes to the Master Schedule for the 2017-18 school year, the data reflected a 10% increase in 4th grade Reading, however there was a 2% decrease in Writing. The Master Schedule incorporates a 60 minute intervention time, called Bulldog, which allots a specific time for intense instruction focused on students needs and addressing student performance gaps.

STAAR - GRADES 4-5 (at the Meets Grade Level)	2016	2017	2018	2018 State Avg
Math	39%	25%	27%	52%
Reading	45%	29%	28%	48%
Writing	46%	16%	14%	38%
Science	71%	14%	15%	40%

2018 Student Achievement by Student Groups (at the Meets Grade Level)

	Economically Disadvantaged	Special Education	African American	Hispanic	Two or More	White	English Learner
Math	25%	3%	12%	32%	38%	34%	36%
Reading	25%	6%	17%	34%	56%	40%	34%
Writing	10%	0%	9%	18%	25%	13%	24%
Science	26%	0%	15%	25%	25%	45%	26%

Student Learning Strengths

Based on STAAR data for the school year 2017-2018, the data shows a strength in 5th grade Math with a 15% increase in scores and 4th grade Reading with a 10% increase in scores. 5th grade Science showed a 6% increase over the previous school year. There was also significant growth for the African American, Economically Disadvantaged and At-Risk students of Parnell Elementary.

Based on STAAR data for the 2018-2019 school year, 5th grade Math maintained their performance scores from the 2017-18 school year. 5th grade Reading saw an increase of their scores for first administration of STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade Writing scores have decreased over the last three years and is down to a 37% pass rate on the 2018 STAAR Writing. **Root Cause:** The campus had not had a viable writing curriculum that students access across all content areas and grade-levels.

School Processes & Programs

School Processes & Programs Summary

Parnell Elementary utilizes the TEKS Resource System (TRS) to outline the curricular foundation. The TEKS Resource System offers many different tools that teachers can access to help align instruction to the state standards. TRS provides a vertical alignment document and a year-at-a-glance document. These documents allow teachers to outline their curriculum for the entire year, and also provides a source that keeps track of the TEKS that should be taught during the school year, as well as previous school years. At the conclusion of each assessment, teachers disseminate the data and make necessary adjustments to the curriculum.

Interview Committees have been established by campus administration to include teachers from the specific content, a special education representative, counselor and campus administration. Questions are asked in a roundtable format and involve questions that allow the applicant to exhibit their professional, personal and sometimes creative sides. Reference checks are performed and certification is checked prior to scheduling interview with applicants, which allows the committee to interview only high quality applicants.

Instructional Staff participate in Professional Learning Communities to create assessments for curriculum being taught, as well as to analyze data from formative assessments given to the students. Instructional staff have opportunities to reflect and collaborate with their peers to ensure that information being taught is quality instruction for all students.

Staff surveys were conducted during the 2018-19 school year to seek input from staff on things such as intervention and textbook adoption. Campus Administration seeks additional input through the Campus Leadership Team that consist of grade level teachers, special education teacher and parents.

School Processes & Programs Strengths

Core content teachers receive ELPS training, as well as seeking certification to support the English Language Learners. Student Achievement for Special Education students has increased and the campus will phase into a Co-Teaching model for the 2019-20 school year. All referrals for special education are handled through the campus diagnostician and are kept up-to-date on IEPs to ensure that students are receiving modifications and accommodations. Each six weeks the Special Education Department holds a Coordination Day to meet with teachers and discuss students and provide input and feedback on student progress.

Parnell offers all new teachers a content and culture mentor.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional needs for special populations may need to be modified in order to meet their needs in depth. **Root Cause:** The campus lacks a continuum of services for students based on their individual needs.

Perceptions

Perceptions Summary

Parnell Elementary communicates the belief that all students can learn and provides a safe learning environment. Campus aesthetics are focus despite the age of the building. Students participate in the survey to reflect their perceptions of the campus. D.A.R.E. is offered to all 5th grade students to help build a relationship with local law enforcement as well as provide training and information on drug awareness.

Parnell Elementary has a parent organization called PRIDE that assist with student and staff recognition. Parents and community members are involved in the decision making process through participation of the campus improvement planning. Communication tools such as Facebook, campus website and weekly newsletters keep parents abreast of campus events and important information. During the Spring, a survey is given to parents to provide information about parent and community perception of the campus. We also receive anonymous community donations to assist with student supply needs.

Campus events range from informational sessions to fundraisers like Fall Carnival. The students participate in field trips and field day; as well as an Outdoor Day and 4th grade Historical Wax Museum.

Perceptions Strengths

Multiple communication tools to showcase students and staff.

School-wide PBIS program to assist in rewarding students, building relationships and emphasizing a positive school culture.

Majority of students feel like they have a safe learning environment where they are able to express themselves.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus lacks meaningful parent engagement opportunities on campus **Root Cause:** Leadership turnover has caused a breakdown in communication between campus and parents and the community.

Problem Statement 2: PEIMS reported offenses for African American students and Special Education students has not decreased **Root Cause:** The campus lacks shared accountability of student behavior by all staff

Problem Statement 3: PEIMS reported offenses for African American students and Special Education students has not decreased **Root Cause:** Campus does not have restorative discipline practices as an intervention strategy.

Priority Problem Statements

Problem Statement 1: 4th grade Writing scores have decreased over the last three years and is down to a 37% pass rate on the 2018 STAAR Writing.

Root Cause 1: The campus had not had a viable writing curriculum that students access across all content areas and grade-levels.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data





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

Goals

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.


Performance Objective 1: In the 2020-2021 school year, Parnell Elementary will show an increase of students at the meets level from 14% to 20% on the 2021 Writing STAAR.

Evaluation Data Sources: Walkthroughs, Lesson Plans, CBA Data, Formative Assessments, End of Year Writing STAAR results

<p>Strategy 1: Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate while receiving support from Administration resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Provide professional development for best practice in writing from Region 5 staff and workshops by Gretchen Bernabi.</p> <p>Strategy's Expected Result/Impact: A systematic writing plan will be implemented across the grade levels, therefore writing performance will increase.</p> <p>Staff Responsible for Monitoring: Department of Instruction personnel, Campus Admin and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Collins Writing Training and resources. - Focus School Grant - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Utilize materials and strategies learned through Gretchen Bernabi to increase writing opportunities and supports for students.</p> <p>Staff Responsible for Monitoring: Writing Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Resources and supplies to implement Collin's Writing - Focus School Grant - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Investigate and purchase writing program/software to provide writing practice and skill mastery for students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				

 No Progress

 Accomplished









 Continue/Modify

 Discontinue

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 2: In the 2020-2021 school year, Parnell Elementary will show an increase of students at the meets level from 27% to 37% on the 2021 Math STAAR.





Evaluation Data Sources: Lesson Plans; Walkthroughs, CBA Data, formative assessments, 2021 STAAR Data








<p>Strategy 1: Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to collaborate while receiving support from Administration resulting in higher student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Utilize push-in intervention support for Tier 2 and Tier 3 students</p> <p>Strategy's Expected Result/Impact: Increased academic performance in Math for African American, Economically Disadvantaged and Special Education sub-populations.</p> <p>Staff Responsible for Monitoring: Title 1 Lab Teacher, Administrators</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p> <p>Funding Sources: Teacher - Title I, Aide - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Utilize Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate</p> <p>Strategy's Expected Result/Impact: Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.</p> <p>Staff Responsible for Monitoring: Campus Special Education Coordinator, Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Provide Professional Development opportunities for teachers, such as CAMT, IFD training, AVID, and workshops at local service centers.</p> <p>Staff Responsible for Monitoring: Math Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Registration, transportation, meals and lodging for teachers - Focus School Grant - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 3: In the 2020-2021 school year, Parnell Elementary will show an increase of students at the meets level from 28% to 38% on the 2021 Reading STAAR.

Evaluation Data Sources: Walkthroughs, Lesson Plans, CBA Data, formative assessments, and 2021 STAAR Data









<p>Strategy 1: Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.</p> <p>Strategy's Expected Result/Impact: Provide a common time for teachers to discuss lesson plans, assessments and data analysis</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Utilize push-in intervention support for Tier 2 and Tier 3 students</p> <p>Strategy's Expected Result/Impact: Increased academic performance in Reading for All students including African American, Economically Disadvantaged and Special Education sub-populations.</p> <p>Staff Responsible for Monitoring: Title 1 Lab Teacher, Administrators</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Teacher - Title I, Aide - Title I</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate</p> <p>Strategy's Expected Result/Impact: Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.</p> <p>Staff Responsible for Monitoring: Campus Special Education Coordinator</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: 100% of Reading teachers will utilize Achieve 3000</p> <p>Strategy's Expected Result/Impact: Students will receive specific content instruction based on their lexile levels. This is also a progress monitoring tool to address gaps in student achievement.</p> <p>Staff Responsible for Monitoring: Reading Teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				

<p>Strategy 5: Students will utilize Accelerated Reader to take test on books identified to reading level; students will be entered into a drawing for a bike for reaching 125 points (one boy/one girl per grade level).</p> <p>Strategy's Expected Result/Impact: By increasing reading, students will build their comprehension skills and show growth in reading.</p> <p>Staff Responsible for Monitoring: Librarian, Reading Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Purchasing Accelerated Reader program - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 6: Students who reach 125 points or more in Accelerated Reader will be taken on an AR Field Trip at the end of the year to recognize their efforts.</p> <p>Strategy's Expected Result/Impact: Increased reading will show an increase in comprehension skills.</p> <p>Staff Responsible for Monitoring: Librarian, Reading Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 7: Provide Professional Development opportunities for teachers, such as Achieve 3000, NWEA MAP and at local service centers.</p> <p>Staff Responsible for Monitoring: Reading Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Registration, transportation, meals and lodging - Focus School Grant - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 4: In the 2018-2019 school year, Parnell Elementary will show an increase of students at the meets level from 15% to 25% on the 2021 Science STAAR.






Evaluation Data Sources: Walkthroughs, Lesson Plans, CBA Data, formative assessments, and 2021 STAAR Data

<p>Strategy 1: Provide Professional Learning Communities across the grade level and content areas. Teachers will spend 45 minutes a week to discuss data, examine assessments, diagram TEKS, as well as discuss lesson plans to align instruction.</p> <p>Strategy's Expected Result/Impact: Provide an increase in common time for teachers to discuss lesson plans, assessments and data analysis</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Special Education, 504 and Dyslexia Coordination days for teachers to ensure that students are receiving modifications and accommodations as outlined in their IEPs. 100% of instructional staff will participate</p> <p>Strategy's Expected Result/Impact: Teachers will meet with the Special Education department Coordinator to discuss student needs and supports.</p> <p>Staff Responsible for Monitoring: Campus Special Education Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Provide Professional Development opportunities for teachers, such as CAST, AIE, AVID and workshops at local service centers.</p> <p>Staff Responsible for Monitoring: Science Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Registration, transportation, meals and lodging for teachers - Title I - \$5,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Teachers will incorporate hands-on activities for students, at least three times a week</p> <p>Staff Responsible for Monitoring: Science Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplies for science equipment and resources - Title I - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Jasper ISD will increase Academic Achievement and Performance growth of all students through technology and use of relevant data to adjust instruction and ensure that students are college and/or career ready.

Performance Objective 5: Parnell Elementary will increase participation in Fine Arts programming to support a well rounded education for 100% of students.



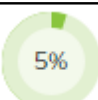

Evaluation Data Sources: Walkthroughs, Lesson Plans








Strategy 1: Utilize recorders and other curriculum to support an appreciation of music. Title I Schoolwide Elements: 2.5 Funding Sources: - Focus School Grant - \$2,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Parnell Elementary will meet or exceed the state attendance rate at all grade levels by achieving a 96% ADA.

Performance Objective 1: Increase Average Daily Attendance rates from 95% to 98% during the 2020-2021 school year.

Evaluation Data Sources: weekly and yearly ADA data


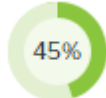





<p>Strategy 1: 100% of all homeroom teachers will call the parents of students who are absent for 3 consecutive school days. Strategy's Expected Result/Impact: Staff discussions with parents will aid in identification of ongoing health issues, support the student during the absence, and ensure reduction of excessive absences. Staff Responsible for Monitoring: Teachers, Attendance Clerk, Assistant Principal Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Perfect Attendance pencils and certificates will be awarded by grading period. Strategy's Expected Result/Impact: By rewarding students who are striving to attend school, with something tangible, students will be motivated to attend school, thereby reducing excessive absences. Staff Responsible for Monitoring: Attendance Clerk, Teachers Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Homeroom teachers will display a letter for everyday their homeroom class has perfect attendance. Once P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E is spelled out the class will get to wear hats and the teachers will be allowed to wear jeans. Strategy's Expected Result/Impact: By monitoring student absences and acknowledging perfect attendance, daily, students will have increased motivation and strive to attend school, thereby reducing excessive absences Staff Responsible for Monitoring: Teacher Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Each 6 weeks, students who have fewer than 1 absence will be entered into a drawing and prizes will be awarded. Strategy's Expected Result/Impact: By rewarding students who are striving to attend school, with something tangible, students will be motivated to attend school, thereby reducing excessive absences. Staff Responsible for Monitoring: Attendance Clerk, Secretary Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				

<p>Strategy 5: Students who have fewer than 1 absence, each 6 weeks, will be entered into a drawing for the end of year drawing for a bicycle. Two students (boy and girl) from each grade-level will be recognized and awarded the bikes.</p> <p>Strategy's Expected Result/Impact: By rewarding students who are striving to attend school, with something tangible, students will be motivated to attend school, thereby reducing excessive absences.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 6: Administrators will identify and meet with students and parents who had more than 9 absences during the 2020-2021 school year to develop a plan to improve their attendance by at least one third.</p> <p>Strategy's Expected Result/Impact: Increase overall attendance for those who had the most absences the previous school year.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 7: Meetings will be held with parents of students who are in violation of district attendance policy to develop an individual Attendance Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Student's attendance will increase each six weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 1: Decrease disciplinary referrals and PEIMS reported discipline by 20%.






Evaluation Data Sources: PEIMS data, campus disciplinary referrals

<p>Strategy 1: Staff will be trained to implement programs to address social and emotional needs, including Capturing Kids Hearts (CKS) and the use of Communities in School (CIS).</p> <p>Strategy's Expected Result/Impact: By creating a systematic approach to discipline that includes step-by-step expectations for engagement and a multi-tiered system of support for student behavior, students and teachers will have clear expectations, thereby reducing the off-task, disruptive behavior in classes.</p> <p>Staff Responsible for Monitoring: Assistant Principal and teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Training and resources for Restorative practices - Title I - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Administration will review and revise the "Level of Offenses" guidelines and provide training for teachers to ensure use in classroom management system.</p> <p>Strategy's Expected Result/Impact: Referrals sent to the office will reflect major categories only and minor issues will be dealt within the classroom, thus reducing the PEIMS disciplinary codes utilized for reporting.</p> <p>Staff Responsible for Monitoring: Teachers Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Each Six Weeks admin and staff will engage in discipline meetings, evaluate referral data, design interventions, and communicate with parents.</p> <p>Strategy's Expected Result/Impact: By meeting as a campus staff and reviewing discipline, a clear expectation will be established and potential "hot spots" will be addressed. Designing intervention plans and communicating with parents will result in reduction of disciplinary issues in the classrooms.</p> <p>Staff Responsible for Monitoring: Assistant Principal and teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.

Performance Objective 2: Parnell will complete 100% of the required emergency drills as outlined by the TEC and Texas School Safety Center.

Evaluation Data Sources: Preparedness Drill Tracking Form

<p>Strategy 1: Admin will create a drill schedule, train all staff, regularly practice all drills, and correct/reset when drills are not completed correctly.</p> <p>Strategy's Expected Result/Impact: By training all staff and students with potential scenarios, students and staff will be prepared for situations impacting student safety, thus reducing the negative impact on our population.</p> <p>Staff Responsible for Monitoring: Assistant Principal and teachers</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
	 45%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Jasper ISD will provide a positive, safe, and orderly school environment in which students can learn and teachers can educate in facilities that are conducive to learning.









Performance Objective 3: Parnell Elementary will provide training for 100% of the students regarding drug, alcohol, violence and anti-bullying in school.

Evaluation Data Sources: Discipline data in Skyward.

Goal 4: Jasper ISD will increase parent, community, and business involvement in the educational process of children.

Performance Objective 1: Parnell will provide Parental and Family Engagement opportunities to 100% of the Parnell Elementary School population.











Evaluation Data Sources: Newsletters, Sign-in sheets

<p>Strategy 1: Parnell will use district website, Facebook, School Messenger and Remind 101 to communicate news, events, and items of interest to parents and students.</p> <p>Strategy's Expected Result/Impact: By increasing methods and platforms for communicating, parents will be informed of key information related to school functions and have increased opportunities to participate in activities at Parnell.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Principal</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Parental Engagement nights will be offered for parents such as, Fall Festival, ESL Literacy Night, Spotlight Night, and Family Fitness Night</p> <p>Staff Responsible for Monitoring: Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Supplies and materials for activities, refreshments - Title I - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Parnell Elementary staff and parents will engage in the Superintendent Symposium offered by the district.</p> <p>Staff Responsible for Monitoring: Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Parnell will utilize PRIDE, as an active program to get parental involvement</p> <p>Staff Responsible for Monitoring: Parent Liaisons, Administrators</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Jasper ISD will recognize and honor teachers at every opportunity, as appropriate throughout the year to attract and retain a highly professional and effective staff.

Performance Objective 1: Increase the percentage of Parnell Elementary staff being recognized through the campus recognition program.

Evaluation Data Sources: Teacher of Month; Teacher of Year; Wind Beneath Wings Nominee

<p>Strategy 1: Parnell will select one teacher each month to represent Parnell and be recognized as "Teacher of the Month" on the school website and Facebook pages.</p> <p>Strategy's Expected Result/Impact: Recognition of Teachers and their achievements will have a positive impact on campus morale.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Monthly award or gift - Title I - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 2: Staff will select and recognize a "Teacher of the Year" to represent Parnell Elementary.</p> <p>Strategy's Expected Result/Impact: Recognition of Teachers and their achievements will have a positive impact on campus morale.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 3: Staff will select and recognize a Paraprofessional to receive the "Wind Beneath Our Wings" award.</p> <p>Strategy's Expected Result/Impact: Recognition of Paraprofessionals and their achievements will have a positive impact on campus morale.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: Award to be given at end of year - Title I - \$150</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
<p>Strategy 4: Parnell will select one staff member each month to represent Parnell and be recognized as "Staff Member of the Month" on the school website and Facebook pages.</p> <p>Strategy's Expected Result/Impact: Recognition of staff and their achievements will have a positive impact on campus morale.</p> <p>Staff Responsible for Monitoring: Administrators, Staff</p> <p>Funding Sources: Monthly award or gift - Title I - \$500</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Utilize push-in intervention support for Tier 2 and Tier 3 students
1	3	2	Utilize push-in intervention support for Tier 2 and Tier 3 students

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Parnell Elementary has several areas of need related to our low academic performance in past years. Utilizing the elements of the Effective Schools Framework and the TurnAround Plan, we are focusing on increased student performance in the areas of Writing and Math. Not only do we want to increase the percentage of students who "pass" the STAAR assessments, we want to expand upon the number of students who perform at the Meets and Masters levels. We recognize that no improvement can occur by using a bandaide approach, rather we need to make systemic changes in order to improve student outcomes. The cornerstone of our efforts is the element of school culture. If we neglect to repair our culture, then all other efforts will be hindered.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A diverse group of educators and community stakeholders has been brought together to create our plan, including a new vision for our school. We have meetings after school with all stakeholders in September, January and May in order to discuss and reflect upon the results of our campus culture surveys, which are completed at the beginning, middle and end of the school year.

2.2: Regular monitoring and revision

Meetings are held in September, January and May in order to refine our plan based upon surveys from students, staff, and parents. Student achievement data is also used to determine the need for adjustments in the plan.

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

The plan is posted on our website in order to get input from more members of the community.

2.4: Opportunities for all children to meet State standards

In order to prepare our students to take state assements, we offer a variety of educational opportunities, including a tiered approach to meeting the needs of students. We have a vigorous in-school intervention program, in addition to before and after school tutorials. We also offer home access to both Achieve 3000 Reading, Stemsopes, and Wowzers. We have a well -establishe Accelerated Reading program, and we are going to have a on-to-one device program in place. Chromebooks have been ordered, and we are awaiting delivery. We have also worked with our technology department to increase connectivity for our students, through the use of myfy devices.

2.5: Increased learning time and well-rounded education

Our master schedule was redesigned in order to maximize time on task. We are working on a home learning plan that will provide fine arts and physical education instruction in addition to our core program. Our face-to-face students will receive instruction in Music, the use of the library, and a technology class in addition to the core subjects.

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

We have a counselor and highly qualified support staff to meet the needs of our diverse learners. We also participate in the CAP program, in conjunction with the juvenile probation department, to provide character education and mentorship to at-risk students. Communities in Schools provides a representative who provides group counseling and mentoring to students. In addition, CIS also provides a licensed counselor to work with students in crises.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents are welcomed to participate in a variety of activities, including Open House in August, Trail of Treats in October, Winter Games in January, Spotlight Night in March, TAP public forums offered in the fall, Grandparents day in October, Red Ribbon Week, Hispanic Heritage Month activities, Black History Month activities, and Family Fitness Nights offered monthly. We also encourage parents to visit for lunch, holiday parties, and field day activities.

We employ a parent liason who helps to maintain our website and social media engagement. We post daily on Facebook, and also utilize blackboard and Skyward messaging.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Opportunities are varied and numerous at Parnell. In additon to the activities discussed in 3.1), we hold both individual and group conferences for a variety of reasons. Parnets who are unable to attend in person can be engaged by phone or virtual platforms including, ZOOM and Skype.

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Teacher		\$0.00
1	2	2	Aide		\$0.00
1	3	2	Teacher		\$0.00
1	3	2	Aide		\$0.00
1	3	5	Purchasing Accelerated Reader program		\$1,000.00
1	4	3	Registration, transportation, meals and lodging for teachers		\$5,000.00
1	4	4	Supplies for science equipment and resources		\$2,500.00
3	1	1	Training and resources for Restorative practices		\$2,000.00
4	1	2	Supplies and materials for activities, refreshments		\$3,000.00
5	1	1	Monthly award or gift		\$500.00
5	1	3	Award to be given at end of year		\$150.00
5	1	4	Monthly award or gift		\$500.00
Sub-Total					\$14,650.00
Focus School Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Collins Writing Training and resources.		\$5,000.00
1	1	3	Resources and supplies to implement Collin's Writing		\$1,000.00
1	2	4	Registration, transportation, meals and lodging for teachers		\$5,000.00
1	3	7	Registration, transportation, meals and lodging		\$5,000.00
1	5	1			\$2,000.00
Sub-Total					\$18,000.00
Grand Total					\$32,650.00

Addendums