

2020-2021

School Improvement Plan (SIP) - Schoolwide and Targeted Assistance

SPECIAL FUNDING GOALS

GOAL AREA: Title I, Part A - 3 Required Elements of Schoolwide Planning - Campus Compliance

Note: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance)

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Education Agency (LEA)

• Briefly summarize your campus' needs as identified in your CNA. Include a list of data sources used and a description of the CNA process the campus followed. Include a list of strengths, needs, and conclusions/priorities.

Roosevelt Elementary has made overall gains in student achievement as measured by 2019 STAAR. Analyzing data for special populations, it is clear that English Language Learners and students receiving Special Education services need additional support in order to close the achievement gap. All teachers will receive training pertaining to English Reading and Language Arts instruction during 2020-21. Our Special Education Chairperson along with administration will provide ongoing support to teachers to identify high-yield instructional strategies for students in Special Education. Part of this process will include reviewing the use of supplemental aids and ensuring students have access to and knowledge of these resources.

To support all students in reaching their highest potential, Roosevelt will include small group instruction in both the virtual and brick and mortar setting. Teachers will identify students' misconceptions and provide direct instruction to remedy misunderstandings. Asynchronous learning will include instructional activities that reinforce student learning and can be completed individually. Examples include Ren360, Imagine Math, and STEM Scopes.

• Indicate the programs and resources that are being purchased out of Title I funds.

After-School and Saturday Tutoring
General Materials and Supplies
Instructional Materials for Reading, Math, Writing, Science
Instructional Materials for Virtual Learning (e.g.: manipulatives)

2. Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

August 3, 2020

3. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

• List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Instructional Differentiation for Students
2. Teacher Training/Professional Development
3. Collaboration - PLCs, Administration
4. Family and Community Engagement

• Indicate the locations where the SIP is made available: (campus, student handbook, parent meetings, campus website, etc.)
Campus, SDMC Meeting, Campus Website

• Indicate how the SIP was made available to parents: (School Messenger, parent meetings, school newsletter, etc.)
SDMC Meeting, Campus Website

• Indicate the languages in which the SIP was distributed: (All that are possible)
English, Spanish (Executive Summary only)

4. **Parent and Family Engagement:** Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

• Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. Monthly Calendar with Key Dates and Events
2. Regular Communication Completed Via RoboCalls and Flyers/Letters
3. Events Building Community such as Coffee with the Principal, Fall Festival, Schoolwide Programs
4. Events Supporting Instruction such as Parent Conferences and Curriculum Night

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: ___10/6/2020___ 9:00 AM___ Alternate Meeting: ___10/7/2020 5:00 PM___

Meeting #2: ___1/28/2021 10:30 AM___ Alternate Meeting: ___1/29/2021 1:00 PM___

Meeting #3: ___2/25/2021 10:30 AM___ Alternate Meeting: ___2/26/2021 1:00 PM___

Meeting #4: ___3/25/2021 10:30 AM___ Alternate Meeting: ___3/26/2021 1:00 PM___

Capital Outlay Requested (Y/N?) N

If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.

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