

Port Neches-Groves Independent School District

Groves Elementary School

2022-2023 Campus Improvement Plan



Mission Statement

The mission of Groves Elementary is to provide high quality instruction, reach all students so they can excel academically, create a positive school climate for learning and a caring atmosphere through which we can offer the best possible educational opportunities.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

When completing our needs assessment, the following are key areas to review:

1. ESL students need continual support in academic areas via the ESL specialist, in class supports and linguistic accommodations.
2. Diverse student population including special education, at risk, ESL and economically disadvantaged students need differentiated instruction and in class supports.
3. Student growth will be monitored through district benchmark testing in academic subjects.
4. Recruit and hire high quality staff members that can meet the needs of our diverse student population.
5. Parent and family engagement and communication will continue to be an area of focus to maintain positive relationships with parents and students.

Demographics

Demographics Summary

Groves Elementary is located in Groves, TX and is part of Port Neches-Groves Independent School District. We serve all of the 4th and 5th grade students of Groves, Texas. On average we serve 400 students.

GE Demographics 2022

White/Non-Hispanic 50.1%

Hispanic	40%
Asian	2.6%
Black/Non-Hispanic	4.5%
2 or more races	2.9%

Over the past 5 years our **Hispanic population** has remained about the same.

- 2018-2019: 33%
- 2019-2020: 32%
- 2020-2021: 38%
- 2021-2022: 40%
- 2022-2023: 40%

Our **economically disadvantaged** percentages have increased each school year.

- 2018-2019: 49%
- 2019-2020: 48%
- 2020-2021: 55%
- 2021-2022: 55%
- 2022-2023: 48%

Our overall **student population** decreased this school year.

- 2018-2019: 418
- 2019-2020: 386
- 2020-2021: 390
- 2021-2022: 377
- 2022-2023: 381

Demographics Strengths

Groves Elementary has several demographic strengths: steady enrollment and diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ESL support is needed as an intervention and within our classrooms all day. **Root Cause:** ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Problem Statement 2: Provide school counseling to all students at GE. **Root Cause:** Many of our students are at risk of academic failure, dropping out of school, involved in the justice system, having family or home issues or show evidence of drug use and/or abuse.

Student Learning

Student Learning Summary

Groves Elementary's state assessment scores remain consistent each year. Our campus performs benchmarks at the beginning, middle and end of each school year. These benchmarks show student achievement and growth in reading, math, writing, science and social studies. Data below is for 2021-2022 school year:

Test	Grade	Scale Score +/-	GE BOY	GE EOY	Progress
STAR Reading	4 th	40	3.4	4.1	Yes
STAR Math	4 th	48	3.3	4.7	Yes
STAR Reading	5 th	30	4.0	4.7	Yes
STAR Math	5 th	42	4.4	6.1	Yes
Academic Science	4th & 5th	progress	n/a	n/a	Yes
Academic Social Studies	4th & 5th	progress	n/a	n/a	Yes

Student Learning Strengths

Groves Elementary academic strengths include: guided math, teaming approach in all subjects, inclusion classes, hands-on learning and labs in science, rigor throughout learning process, student growth in reading, math, science and social studies.

TEA State Accountability 2022

Overall Rating: A

TEA Academic Achievement Distinctions 2022

Academic Achievement in English Language Arts/Reading

Comparative Academic Growth

Post Secondary Readiness

Comparative Closing the Gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement. **Root Cause:** Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 2 (Prioritized): ESL support is needed as an intervention and within our classrooms all day. **Root Cause:** ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Problem Statement 3 (Prioritized): ESL population will show growth on benchmarks and increase achievement in academic areas. **Root Cause:** Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

School Processes & Programs

School Processes & Programs Summary

Groves Elementary recruits, hires, and retains high quality employees. Applicants must be screened and interviewed to ensure that they meet the high standards required by the district. New teachers hired at Groves Elementary are assigned a mentor teacher. High quality professional development is provided to all staff members at the beginning of the year as well as throughout the school year as needed.

School Processes & Programs Strengths

All teachers at Groves Elementary are fully certified and all classes meet student to teacher ratio requirements.

Teachers at Groves Elementary take great pride in their profession and are self driven and motivated to improve teaching strategies and practices.

Special education teachers are encouraged to plan with grade level teachers and to maintain rigor for all students.

All teachers (with emphasis on RLA teachers) at Groves Elementary are encouraged to obtain their ESL certification in order to better support our growing ESL population. Newly hired teachers in all subjects are encouraged to obtain their ESL certification when interviewed or hired.

Provide school counseling to all students at GE, including children who are at risk of academic failure, dropping out of school, involved in the justice system, having family or home issues or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ESL population will show growth on benchmarks and increase achievement in academic areas. **Root Cause:** Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2: Provide school counseling to all students at GE. **Root Cause:** Many of our students are at risk of academic failure, dropping out of school, involved in the justice system, having family or home issues or show evidence of drug use and/or abuse.

Problem Statement 3 (Prioritized): Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement. **Root Cause:** Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 4 (Prioritized): Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process. **Root Cause:** Staff must consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Perceptions

Perceptions Summary

Groves Elementary is the oldest facility in PN-GISD. The physical building was once the Junior High in Groves and carries a symbolic and historical meaning to many in our community. Groves Elementary is a 4th and 5th grade campus that receives two neighborhood feeder schools, Taft and Van Buren Elementaries. Groves Elementary's mascot is the Chiefs. We have strong parent and family engagement and support.

Perceptions Strengths

1. GE has a great deal of parent and family engagement.
2. GE is welcoming and parent friendly.
3. PTA is an active part of GE.
4. Parents attend events such as family nights, school events and music programs.
5. GE communicates with parents in a variety of ways: Remind, Facebook page, email, phone, notes home and monthly newsletter.
6. Parents are aware of what their student is learning.
7. Parents feel that GE is a safe environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process. **Root Cause:** Staff must consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Priority Problem Statements

Problem Statement 1: ESL support is needed as an intervention and within our classrooms all day.

Root Cause 1: ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 4: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement.

Root Cause 4: Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 2: ESL population will show growth on benchmarks and increase achievement in academic areas.

Root Cause 2: Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process.

Root Cause 3: Staff must consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success. PNGISD will seek continuous student performance improvement by focusing on early childhood math and reading.

Performance Objective 1: By the end of the school year, students will show growth on district benchmarks in math, reading, science and social studies.

Evaluation Data Sources: District benchmarks

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct district benchmark testing. Strategy's Expected Result/Impact: Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress. Staff Responsible for Monitoring: Academic Teachers Curriculum Coordinator Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: In accordance with prioritized needs assessment, GE will implement varied and effective instructional strategies and programs such as AR reading, Guided Math, Spiral Reviews, Prodigy, Mentoring Minds, GPS Readiness Kit, TEKSing to STAAR, Mystery Science, Brain Pop, Science Penguin, Stem Scopes, textbook resources and tutorials to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. Strategy's Expected Result/Impact: Instructional strategies, techniques, hands on activities, demonstrations and programs will strengthen student knowledge and lead to increased student success as well as close achievement gaps. Staff Responsible for Monitoring: Principal Academic Teachers	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Supplemental instructional staff to focus on closing educational achievement gaps in core academic areas among all disaggregated student groups and improve percentage of students performing at grade level in math. Strategy's Expected Result/Impact: Supplemental instructional staff will lead to increased student success and close gaps. Staff Responsible for Monitoring: Principal Counselor Academic Teachers Funding Sources: Title Teachers - 211 - Title I-A - \$166,985	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success. PNGISD will seek continuous student performance improvement by focusing on early childhood math and reading.

Performance Objective 2: Increase campus G/T participation by 2%

Evaluation Data Sources: G/T participation rosters

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide appropriately challenging enriched classes and inform parents of opportunities, benefits, and requirements. Strategy's Expected Result/Impact: Communication with parents about enriched classes will keep them informed. Staff Responsible for Monitoring: GT Teachers Principal Counselor Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct annual CogAT testing in 5th grade, review student results, apply rubric to students who meet and exceed required qualifications for GT identification. Strategy's Expected Result/Impact: CogAT results and matrices will lead to increased student data. Staff Responsible for Monitoring: Counselor Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Groves Elementary will attain 96% attendance rate for all students.





Evaluation Data Sources: TAPR Report, PEIMS Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize Perfect Attendance each 6 weeks as well as at Awards Day with a certificate at the end of the school year. Strategy's Expected Result/Impact: Campus attendance recognition will lead to increased student attendance. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Funding Sources: - 199 - General Fund, - Campus Funds	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Notify parents through formal notification of students who are at risk of losing credit for excessive absences and may require summer school for attendance violations. Strategy's Expected Result/Impact: Enforcing student attendance laws will lead to increased student attendance. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: Staff will receive specialized training annually in the following areas: Active Shooter, CPR, Handle with Care as well as participate in SHAC and promote health and safety awareness.

Evaluation Data Sources: Sign In Sheets, PDEpress Evaluations





Strategy 1 Details	Formative Reviews		
Strategy 1: All newly hired staff will receive Active Shooter training at "New Teacher/Staff Orientation" and a refresher course will be provided to all staff in professional development to review scenarios, protocols and appropriate safeguards(classroom door locks and door stoppers). Strategy's Expected Result/Impact: A review of active shooter training will reinforce safety protocols. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All staff who work in specific designated assignments will receive initial training/annual training for CPR and Handle with Care. Strategy's Expected Result/Impact: Training will lead to safer schools. Staff Responsible for Monitoring: Principal Nurse Handle with Care Trainer	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Actively participate and support district School Health Advisory initiatives(SHAC). Strategy's Expected Result/Impact: Participation in SHAC will lead to health and safety awareness for campus. Staff Responsible for Monitoring: Nurse	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Physical Education teacher conducts annual physical assessments for students and incorporates lessons as needed for health and safety awareness. Strategy's Expected Result/Impact: Assessment will assist in addressing student health education. Staff Responsible for Monitoring: PE Teacher Principal	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: High standards of behavior will be expected of all students at Groves Elementary

Evaluation Data Sources: Discipline Reports, Counselor Reports





Strategy 1 Details	Formative Reviews		
Strategy 1: Students will receive instruction on the effects of bullying and cyberbullying through class, small group and individual counseling as well as internet safety week. Strategy's Expected Result/Impact: Instruction will create awareness and decrease bullying and cyberbullying. Staff Responsible for Monitoring: Technology Department Technology Teacher Teachers Counselor	Formative		
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff will be offered high- quality professional development opportunities in the areas of academic instruction, specialized trainings, sheltered instruction, suicide prevention, other state required trainings and the importance of parent and family engagement.

Evaluation Data Sources: PDExpress evaluations, PD attendance rosters





Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will be provided training in sexual abuse and maltreatment of children, suicide prevention and other state required trainings. Strategy's Expected Result/Impact: Training will enable teachers and staff to be effective and create awareness. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement, sheltered instruction and other areas needing support. Strategy's Expected Result/Impact: Professional development will improve classroom instruction and strategies. Staff Responsible for Monitoring: Principal Assistant Principal Counselor Curriculum Office Curriculum Coordinator Funding Sources: - 211 - Title I-A	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers with staff development on importance of parent and family engagement. Strategy's Expected Result/Impact: Professional development will create awareness of importance of parent and family engagement. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Increase parent/family engagement including special populations to develop parent partnerships in the education of their children as well as promote parent/family attendance to school events.

Evaluation Data Sources: Parent Sign in Sheets





Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to encourage parents and community to join PTA: Membership Drive Student Incentives Facebook Page and Remind Strategy's Expected Result/Impact: Regular and varied modes of communication will foster positive parent involvement. Staff Responsible for Monitoring: PTA Principal Funding Sources: - PTA Funds	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase and encourage communication with parents through: Remind Phone Calls Notes home Campus Facebook Page Monthly Newsletter Strategy's Expected Result/Impact: Regular and varied modes of communication will foster positive parent and family involvement. Staff Responsible for Monitoring: Principal Teachers Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Invite parents to attend school events such as family nights, meet the teacher, book fairs, music programs to encourage parent and family engagement and create a positive school climate. Strategy's Expected Result/Impact: Title family nights and school events will encourage parent and family engagement and foster positive parent involvement. Staff Responsible for Monitoring: Principal Counselor Teachers	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Implement a universal folder(portfolio) to encourage organization and increase communication with parents. Strategy's Expected Result/Impact: Universal folder (portfolio) will establish ongoing communication with parents. Staff Responsible for Monitoring: Teachers	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: Groves Elementary will maintain a Campus Improvement/Title I Committee to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Sources: CIC/Title I :sign-in sheets; agendas; minutes

Strategy 1 Details		Formative Reviews		
Strategy 1: The campus improvement committee and the Title I committee have been combined and will meet a minimum of three times per year. Staff nominations and voting will take place every two years for the committee. The committee meets annually to review the campus needs assessment (CNA), Parent and Family Engagement Policy, School Compact and Campus Improvement Plan. Strategy's Expected Result/Impact: CIC/Title I committee will support the campus and identify strengths and weaknesses of campus annually. Staff Responsible for Monitoring: Members of the CIC/Title 1 committee		Formative		
		Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: Groves Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Sources: PEIMS Report





Strategy 1 Details	Formative Reviews		
Strategy 1: Work with the District Foster Care Liaison to advocate for all foster children and consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin. Strategy's Expected Result/Impact: Communication between the liaison and the campus will support our students. Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: 100% of students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Sources: Technology log sheets, ipad sign out sheets, Google Chrome Books sign out sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue using Learning.com, Brain Pop, Prodigy, Google Classroom and other online programs with Chromebooks within classrooms. Strategy's Expected Result/Impact: Online programs and applications will enable our students to acquire skills required by Technology Application TEKS. Staff Responsible for Monitoring: Principal Teachers Technology Dept. Technology Teacher Funding Sources: - 199 - General Fund	Formative		
	Nov	Feb	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 8: PNGISD will provide mentoring and counseling to all students including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or drug use and abuse.

Performance Objective 1: Groves Elementary will utilize contracted counseling positions to reach more at risk students and provide mentoring.

Evaluation Data Sources: Campus Visitor Sign in sheets, Contract services

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide extra counseling services to provide mentoring and counseling to students, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, have family and home issues or drug use and abuse. Students identified by grades, counselor, teachers, parents. Strategy's Expected Result/Impact: Extra counseling will lead to increased student support and success. Staff Responsible for Monitoring: Principal Counselor Curriculum Office Funding Sources: - Campus Funds	Formative		
	Nov	Feb	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue