

Houston Independent School District
178 Horn Elementary School
2022-2023 Campus Improvement Plan



ELEMENTARY



Mission Statement

The fundamental purpose of Horn Elementary is to provide a diverse educational program in a creative environment that develops the global graduate to become a leader, a critical thinker, a college-ready learner, an adaptable and productive citizen, a responsible decision maker, and a skilled communicator.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Campus Vision & Mission

Value Statements

Academic Rigor

Our school values engaging curriculum built upon high-quality educational experiences to develop critical thinking.

Communication

Our school values an open exchange of information and perspectives from staff, students and community members.

Compassion, Dignity and Respect

Our school values and honors the strengths and diversity of all individuals.

Education and Learning

Our school values the continuous pursuit of knowledge, preparation and readiness to pursue future endeavors.

Safety

Our school values safeguarding the welfare of all by providing a positive and respectful environment.

Wellness

Our school values cultivating the healthy physical, social and emotional well-being of all. On campus we have a designated social worker and wrap-around specialist to assist us with student needs.

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Comprehensive Needs Assessment

Revised/Approved: November 28, 2022

Demographics

Demographics Summary

Paul W. Horn Elementary is a zoned school in an urban neighborhood in Bellaire, Texas. Horn had a total student enrollment of 750 students during the 2021-2022 school year in grades PK-5. Horn also pulls students from surrounding areas in the SLC (structured learning class) special education program. Our demographics from the 2021-2022 school year included: White-32%, Hispanic-18%, African American-5%, Asian-38%, and Two or more races-7%. Our two growing sub populations are Hispanic and Asian. 19% of the student population is considered an English Learner, 8% special education, 18% economically disadvantaged, and 38% gifted and talented. This diverse make up is showing upward growth in English Learners and steady growth amongst the other sub-populations. The average class size is a ratio of 22 students to 1 teacher with 5-6 classes at every grade level. Horn has a high attendance rate of 97%. Horn's staff holds a steady retention rate. The average experience is 10-15 years and very little turn over occurs yearly, traditionally. For the 2022-2023, there are more new teachers than in previous years, this is showing to be the trend of educators across the country at this time. At Horn we continue to have teachers that are state certified and have gifted and talented certification. 35 classroom teachers have ESL certification and it is a goal for all new hires to receive this certification. The community is very involved at Paul W. Horn. An active PTO maintains a high membership level and school volunteers log over 5,000 hours yearly. Horn PTO supports many endeavors such as: Dad's Club, Fun Run U, Fall Carnival, Early Bird Market, book fairs, teacher scholarships, Partners at Learning, upgrades to the school campus, and the Cardinal Commitment Campaign. The PTO Executive Board continues to focus efforts of parents and community in the improvement of facilities, equipment, and curriculum to develop a shared vision of a multi-cultural school community, quality staff, and top-notch students. The shared vision will enable the school to continue the tradition of high-quality education which has been a hallmark of Horn for over 60 years. Horn's PTO Executive Board, composed of parents and faculty, sets priorities for PTO capital expenditures based on results of teacher and parent surveys; the PTO general body approves these expenditures. Parent support will continue to provide updated technology: STEAM initiatives, a classroom consumable supply allocation for teachers, and teacher scholarships to attend National Conferences for continuous professional development.

Demographics Strengths

Horn is a diverse campus with students attending from many ethnicities and speaking multiple languages. 19% of students are considered English Learners. Almost all Horn teachers are ESL certified to meet the needs of our growing English Learner population. This diversity makes our campus a wonderful melting pot of cultures. 38% of students attending Horn are part of the Gifted and Talented program. In order to best serve these students, all Horn teachers are GT certified and maintain their certification yearly with strong professional development. Horn is diverse and a representative of the demographic make up of Houston. The diversity is celebrated, embraced, and used as a strength to increase student learning and educate the whole-child. As teachers and staff retire, new hires are adding diversity to the campus in areas of ethnicity, age, background, and experience.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Declining enrollment **Root Cause:** In the 2021-2022 school year, Horn had an average enrollment of 755 students. During Covid 19, Horn lost 40 students to private school and home school. This is a continuing trend based on 2020-2021 enrollment numbers.

Student Learning

Student Learning Summary

Horn Elementary has consistently had similar scores for English Learners (EL)/Emergent Bilinguals (EB) on STAAR for the past four years. While our EL population has grown, around the same amount of students score "Does Not Meet" or "Approaches" on STAAR Reading and STAAR Math. A portion of these ELs/EBs use accommodations when taking STAAR. EL/EB students with accommodations on STAAR automatically cannot reclassify at the end-of-year LPAC meeting. These students are the same ones taking TELPAS and scoring mostly on the Intermediate or Advanced level and not making advancements of at least one level. When looking specifically at 2022 TELPAS Reading, 65% of third graders, 71% of fourth graders, and 53% of fifth graders either regressed a level or did not grow a level. These scores do not allow students to re-classify at the end of the school year. Multiple data points are used to look at these students throughout the school year. Third through fifth-grade students take the ELDs helping stakeholders focus on what domains need the most attention. This information is communicated to all teachers.

At Horn, there are multiple trends that we are looking at to help our ELs/EBs. Having these students in person, during the 21-22 school year, allowed them to listen and practice important language skills through participating in group and class activities and language acquisition throughout the day such as core content classes, enrichment classes, lunch, and recess. When we have ELs/EBs come to Horn who are in 3rd, 4th, and 5th grades, they tend to have a difficult time building relationships. We will utilize SEL best practices, our Counselor, Wrap Around Specialist, LPAC Administrator, and Sheltered Instruction Coach to work with these and other students to build relationships.

Individual students are identified by looking at all data through OnTrack and A4E, and meeting with classroom teachers, parents, and individual students to identify the students' gaps. Building relationships with the students is allowing all stakeholders to be involved and identify what best meets the needs of individual students. While some ELs/EBs will progress, we are using the 7 Steps to a Language Rich Classroom strategies and intervention approaches for support and identify any other underlying problems. Teachers will use the accommodations checklist provided to look at what accommodations are needed every six weeks based on their current level. This will assist in determining the types of strategies that will be needed for individual students. Some ELs/EBs also fall into the Special Education population. When looking at these students we are looking at what accommodations are also put in place through their IEP. This school year, we are looking closely at what specific ELPS students scored the lowest on and what types of strategies are needed to ensure that students can show growth.

Using 7 Steps of a Language Rich Classroom, targeted intervention time, and Summit K-12 Online Platform will be used to focus on ELs that score in the Beginner or Intermediate levels in any of the TELPAS domains. These will be determined during PLCs with classroom teachers and the leadership team. The Sheltered Instruction coach will also work with these teachers to determine what the best strategies are to help grow these students. The ELs at Horn is not progressing as quickly as other students and we will need to focus on providing strategies that are specifically designed to improve their language acquisition. The approaches that have been taken in the past few years are not working so we will need to give targeted instruction to these ELs/EBs.

The majority of Horn teachers have their ESL certification and as we attain new teachers, they quickly start working to attain their certification. The classroom teachers are more comfortable with teaching strategies that are targeted more towards STAAR. The Sheltered Instruction Coach will spend more time coaching teachers on TELPAS and the types of questions that students are asked to answer. ELs/EBs will be exposed more to opportunities to speak so that they are more comfortable with the speaking portion of TELPAS.

Student Learning Strengths

Horn's EL/EB students have made many gains and will continue to show their strengths. 76% of first graders increased by one level in the 2022 TELPAS assessment. With these gains eleven EL/EB students were able to re-classify at the end of the 21-22 school year. EL students have consistently made gains in the Listening domain of TELPAS. In third grade, EL/EB students have gone from 78% to 89% in the Listening domain, 64% to 77% in the Speaking domain, 55% to 80% in the Reading domain, and 2.6 to 3.3 in the Writing domain. In the 2022 TELPAS administration writing domain, fourth grade went from ratings of 2.8 in 2020, to a rating of 3.2. Students are taking more time and using a pre-draft before typing in their final drafts. They used the same types of writing strategies that they use in other assessments such as STAAR. Since 2018, fifth grade EL/EB students has increased from 55% to 68% in the Reading domain, 67% to 77% in the Speaking domain, and 66% to 75% in the Listening domain.

With ELs/EBs at Horn being a growing population we will continue to see strengths, not only on TELPAS, but in all other assessments and areas.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: EL/EB students not re-classifying **Root Cause:** Over the past several years, the number of EL/EB students has dramatically risen. Several students are not able to score at Advanced High on TELPAS-Speaking in order to re-classify. This is a result of not using the appropriate number of academic vocabulary in their Speaking section of TELPAS.

School Processes & Programs

School Processes & Programs Summary

Horn Elementary has a long history of recruiting and retaining high quality teachers and staff. Multiple teachers spend their entire career teaching at Horn. When a teacher vacancy occurs, Horn first looks internally to see if we can promote from within. In the past five years, four clerks and teaching assistants have come through this "grow your own" model and have been successful as a certified teacher in the classroom. Every year the administrators come together to look at student data and make up of grade levels to appropriately place teachers in the best grade level and position for the outcome of the school. Teacher strengths are considered when grouping students in classes and supporting new teachers on a grade level.

Horn has an instructional leadership team that consists of Principal Vanessa Flores, Assistant Principal Hollie Zamora, and ESSER Interventionist/Teacher Leader Michael Hunt. All three leaders have clearly defined roles that focus on student and campus needs. In order to develop instructional leaders, every grade level has a Grade Chair who serves as the leader for that group of teachers. Horn also provides internal professional development from the leadership team and teacher leaders.

School Programs:

Horn has a core enrichment team offering the following classes to all students; art, drama, music, Science Lab, P.E. and library/computer lab. All students have access to all of this courses with high quality teachers. These classes contribute to the offer all mission of our school, to produce well-rounded global citizens. Additionally Horn has 19% of its students who are English Learners/Emergent Bilinguals. The program best used to meet the needs of these students is through Sheltered Instruction. Michael Hunt, ESSER Interventionist, serves as the Sheltered Instruction coach to Horn's teachers and students. Teachers are given the tools through coaching and professional development to provide best practices for this group of students. The Gifted and Talented program serves 38% of the student population. Students receive GT services within the classroom and have a yearly research project through the Independent Investigations Method. 8% of the student population is serviced under Special Education. Students are serviced in a variety of setting based on their IEP. Horn is privileged to have two Structured Learning Classes on campus giving students with Autism the structure and support needed to be successful.

School Processes & Programs Strengths

The strengths of our school's programs are many.

1. We offer a multitude of enrichment classes for students to take here at Horn ES.
2. We have high quality teachers in these positions, several with post graduate degrees.
3. Our PTO assists us with our school needs/materials for these classes, so that our students are highly successful.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Reclassification of EL/EB students **Root Cause:** Over the past several years, the number of EL/EB students has dramatically risen. ELPS and Sheltered Instruction strategies are not incorporated into classroom instruction due to lack of professional development.

Perceptions

Perceptions Summary

School culture is the essential foundation upon which our school is built. Our vision at Horn Elementary is to create an environment in which academic excellence is achieved and sustained by maintaining high expectations for every student, appreciating the diversity of our students, and being responsible for our own actions. At Horn we empower our students with the ability to think analytically, solve problems, and succeed in a diverse society. We nurture our students' creative talents by offering a challenging curriculum with opportunities for success available for every learner. The faculty and staff at Horn works diligently to promote positive relationships, academic results, and responsibility for each other and the community.

There are five core values that guide teaching and learning at Horn: achievement, respect, responsibility, perseverance, and teamwork. Excellence in these five core values are described below.

- Achievement: We focus on results and do whatever it takes to accomplish our goals.
- Respect: We treat every person and every thing as we want to be treated.
- Responsibility: We look to ourselves to do what needs to be done.
- Perseverance: We never give up.
- Teamwork: Helping a member of our team is helping ourselves. When one success, we all succeed.

Our school family believes that all students can and will learn at a high level. Students will not thrive in an environment where their social emotional needs are not met. As a result, it is our collective responsibility to provide a safe environment that is welcoming to all and centered around the success of the whole-child.

Perceptions Strengths

Horn's continued commitment to excellence yields numerous strengths. Four of the most prominent strengths include staff retention, growth from within, student performance, and Core Enrichment programming.

Staff Retention: The ever-changing school landscape coupled with the current global pandemic has pushed all of us in education to encounter unthinkable challenges to teaching and learning. These obstacles have had a direct impact on morale for schools not only in the United States, but across the globe. At Horn staff continue to focus on providing a caring and consistent environment despite constantly changing circumstances. Like many schools Horn has a higher than normal new staff for the upcoming year of 2022-2023. Even though this has been challenging, Horn is fully staff with staff that follow the mission of excellence for our students.

Growth from Within: Horn Elementary has a long history of recruiting and retaining high quality teachers and staff. It is not uncommon for teachers to spend their entire career teaching at Horn. When a teacher vacancy does occur, we first look to promote from within. In the past four years, several Clerks and Teaching Assistants have come through this "grow your own" model and have been successful as a certified teacher in the classroom.

Student Performance: High levels of student performance have long characterized Horn Elementary. Despite the uncertainty of the past year and a half, our students have carried on this legacy of excellence. Our STAAR passing percentages for the 2021-2022 were as follows: 3rd Grade Math-91%, 3rd Grade Reading-95%, 4th Grade Math-92%, 4th Grade Reading-90%, 5th Grade Math-95%, 5th Grade Reading-96%, 5th Grade Science-94%.

Core Enrichment Programming: In alignment with our belief in providing for the wellbeing of the whole child, Horn has a robust menu of six Core Enrichment Programs: Art, Drama, Library/Computer lab, PE, Music and Science Lab. Each program is staffed by a high-performing, certified teacher who has dedicated significant time and energy to developing expertise in their subject. All students, Pre-K through fifth grade, participate in these programs on a six-day rotation schedule. The Core Enrichment program provides opportunities for students to extend their learning outside of the traditional academic subjects, and ensures students are prepared to participate and appreciate the arts. The Core Enrichment program is well-known in the community and is a primary reason why many families choose to send their children to Horn. As a result of the Core Enrichment program, students

have had the opportunity to participate in local and state-wide singing and acting competitions, the Houston Art Car Parade, UIL, and various technology events and competitions. Enrichment teachers provide after school opportunities for 5th grade students and will be starting a club session in school for 3rd and 4th grade students this year.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: School funding **Root Cause:** Though Horn is situated in an affluent neighborhood, our operating budget is very small. Without Title 1 funding, we struggle to keep up with resources and staffing other schools are able to provide because of our limited budget.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: ELAR The percentage of 3rd-grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 2 percentage points from 86% in spring 2022 to 88% in spring 2023.


Strategic Priorities:






Expanding Educational Opportunities

Measurable Objective 1: The percentage of third grade English Learners scoring at least Meets Expectations will increase from 86% to 89% as measured by 2023 Reading STAAR.

Evaluation Data Sources: STAAR

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Teachers will include ELPS into daily instruction. Strategy's Expected Result/Impact: Increase student's language proficiency helping them to score at the Meets Expectation level on Reading STAAR. Staff Responsible for Monitoring: Michael Hunt, Sheltered Instruction Coach Administrative Team Action Steps: Professional development provided by Horn Elementary's Sheltered Instruction Coach during August pre-service teacher weeks. Sheltered Instruction Coach will meet with, plan with, observe, coach, and provide constructive feedback to students implementing Sheltered Instruction strategies. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will implement Sheltered Instruction strategies into daily instruction. Strategy's Expected Result/Impact: Increase student's language proficiency helping them to score at the Meets Expectation level on Reading STAAR. Staff Responsible for Monitoring: Michael Hunt, Sheltered Instruction Coach Administrative Team Action Steps: Professional development provided by Horn Elementary's Sheltered Instruction Coach during August pre-service teacher weeks. Sheltered Instruction Coach will meet with, plan with, observe, coach, and provide constructive feedback to students implementing Sheltered Instruction strategies. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: The percentage of third grade Economically Disadvantaged students scoring at least Meets Expectations will increase from 58% to 60% as measured by 2023 Reading STAAR.

Evaluation Data Sources: STAAR






HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will provide Economically Disadvantaged students with accelerated instruction, per HB4545, focused around unmastered TEKS. Strategy's Expected Result/Impact: Students will master previously unmastered TEKS, therefore increasing their performance on this year's STAAR test. Staff Responsible for Monitoring: Classroom teachers, Accelerated Instruction teachers, Leadership Team Action Steps: Teachers will use flexible grouping to develop targeted-instruction based upon un-mastered TEKS.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: The percentage of third grade Special Education students scoring at least Meets Expectations will increase from 36% to 38% as measured by 2023 Reading STAAR.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide Special Education students with accelerated instruction, per HB4545, focused around unmastered TEKS. Strategy's Expected Result/Impact: Students will master previously un-mastered TEKS, therefore increasing their performance on this year's STAAR test. Staff Responsible for Monitoring: Special Education teachers, Accelerated Instruction teachers, Leadership Team Action Steps: Teachers will use flexible grouping to develop targeted-instruction based upon un-mastered TEKS.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.



Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 2 percentage points from 78% in spring 2022 to 80% in spring 2023.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd grade Economically Disadvantaged students performing at least Meets Expectations will increase from 47% to 52% as measured by 2023 Math STAAR.






Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Targeted intervention for specific Economically Disadvantaged students through Imagine Math program. Strategy's Expected Result/Impact: Students will meet expectations on Math STAAR. Staff Responsible for Monitoring: Administrators Wrap Around Specialist Action Steps: Identify students in need of intervention. Target intervention through Imagine Math to meet deficit areas. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 30 hours of Accelerated instruction tutorials for Economically Disadvantaged Students not meeting standard on 2021-2022 STAAR. Strategy's Expected Result/Impact: Students will meet standard on 2022-2023 math STAAR. Staff Responsible for Monitoring: Accelerated instruction tutors Michael Hunt Action Steps: Identify students requiring accelerated instruction. Provide afterschool tutorials. Document progress.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Bi-weekly check ins for Economically Disadvantaged students by Wrap Around Specialist. Strategy's Expected Result/Impact: Meet Standard on 2022-2023 Math STAAR Staff Responsible for Monitoring: Wrap Around Specialist Action Steps: Wrap around specialist identifies third-grade economically disadvantaged students. Establishes schedule of bi-weekly check ins. Check in and provide any needs.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: The percentage of 3rd grade LEP students performing at Meets Expectations will increase from 16% to 18% as measured by 2023 Math STAAR.


Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will receive supports through sheltered instruction strategies. Strategy's Expected Result/Impact: More LEP students scoring at Meets on Math STAAR. Staff Responsible for Monitoring: Third Grade Math Teachers Sheltered Instruction Coach Action Steps: Identify Students, provide sheltered instruction PD, monitor student progress through progress monitoring.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: The percentage of 3rd grade Special Education students performing at least Meets Expectations will increase from 18% to 20% as measured by 2023 Math STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in differentiated instruction aligned to their IEP goals. Strategy's Expected Result/Impact: More students meeting at meets or masters level. Staff Responsible for Monitoring: Third Grade Math Teachers	Formative			Summative
	Nov	Jan	Mar	June

Special Education Teachers Action Steps: Administer BOY screener. Identify students on the cusp of Meets level work. Differentiate to provide scaffolding. Use HOT questions daily.				



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.







Goal 1: SCHOOL PROGRESS ELAR The percentage of 4th grade students performing at students reading and writing at or above grade level in reading as measured by the Approaches Grade Level Standard on Reading STAAR will increase 2 percentage points from 90% in spring 2022 to 92% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students approaching standard on 4th grade reading will increase from 90% in 2022 to 92% on the 2023 Reading STAAR.

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: Targeted intervention block utilized to differentiate instruction to meet the needs of students not approaching standard on STAAR. Strategy's Expected Result/Impact: Increase percentage of students approaching standard. Staff Responsible for Monitoring: 4th grade teachers Core Enrichment Team/Intervention lab Leadership Team Action Steps: Create targeted intervention block dedicated lab to intervention flexible grouping throughout the year based on updated data sources TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use of Really Great Reading to target students that did not meet Approaching Standard on STAAR. Strategy's Expected Result/Impact: Increase percentage of students approaching standard. Staff Responsible for Monitoring: 4th Grade Teachers Leadership Team Action Steps: Use online portal to take modules and learn about program Use flexible grouping to meet with students and implement program.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.






Goal 2: SCHOOL PROGRESS Math The percentage of 3th grade students performing at or above grade level in math as measured by the Approaches Grade Level Standard on Math STAAR will increase 2 percentage points from 92% in spring 2022 to 94% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students approaching standard on 3rd grade math will increase from 92% in 2022 to 94% on the 2023 Math STAAR.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Targeted Accelerated Instruction for students that did not meet Approaching Standard on STAAR Math. Strategy's Expected Result/Impact: Increase percentage of students passing STAAR Math with Approaching Standard. Staff Responsible for Monitoring: Third Grade Teachers Accelerated Learning Committee Tutors Action Steps: Students will take the BOY TEA Assessment. Meet with Accelerated Learning Committee. Use Accelerated Learning Plan to determine what to focus on. Meet with tutor to discuss what the focus will be. Tutors will work with students.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.






Goal 3: SCHOOL PROGRESS Math The percentage of 4th grade students performing at or above grade level in math as measured by the Approaches Grade Level Standard on Math STAAR will increase 2 percentage points from 92% in spring 2022 to 94% in spring 2023.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: The percentage of students approaching standard on 4th grade math will increase from 92% in 2022 to 94% on the 2023 Math STAAR.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Targeted Accelerated Instruction for students that did not meet Approaching Standard on STAAR Math. Strategy's Expected Result/Impact: Increase percentage of students passing STAAR Math with Approaching Standard Staff Responsible for Monitoring: Fourth Grade Teachers Accelerated Learning Committee Tutors Action Steps: Students will take the BOY TEA Assessment. Meet with Accelerated Learning Committee. Use Accelerated Learning Plan to determine what to focus on. Meet with tutor to discuss what the focus will be. Tutors will work with students.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on 2022 STAAR will increase from 35% to 37% on the 2023 Reading STAAR.






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on 2022 STAAR will increase from 35% to 37% on the 2023 Reading STAAR. For this objective we will look specifically at students in the pull-out support and co-teach model.

Evaluation Data Sources: STAAR






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted interventions for students receiving special education services through pull-out support and co-teach model. Strategy's Expected Result/Impact: Increase number of special education students that meet standard on STAAR. Staff Responsible for Monitoring: Laura Anderson, Special Education Department Chair Mary Christine Cuevas, TREK Teacher TBD, Dyslexia Interventionist Action Steps: Review of IEP goals and designated supports. Target interventions based on student deficit area. Collaboration between special education teachers and general education teachers. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on 2022 STAAR will increase from 35% to 37% on the 2023 Reading STAAR. For this objective we will look specifically at students who are receiving dyslexia support and intervention.

Evaluation Data Sources: STAAR






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted interventions for students receiving special education services through dyslexia support and intervention. Strategy's Expected Result/Impact: Increase number of special education students that meet standard on STAAR through use of dyslexia interventions. Staff Responsible for Monitoring: Laura Anderson, Special Education Department Chair Mary Christine Cuevas, TREK Teacher TBD, Dyslexia Interventionist Action Steps: Review of IEP goals and designated supports. Target interventions based on student deficit area. Collaboration between special education teachers, dyslexia intervention teachers, and general education teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of students receiving special education services will have access to the Imagine Language and Literacy platform.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students receiving special education services will utilize Imagine Language and Literacy for interventions. Strategy's Expected Result/Impact: Increase number of special education students that meet standard on STAAR through use of digital learning platform. Staff Responsible for Monitoring: Laura Anderson, Special Education Department Chair Mary Christine Cuevas, TREK Teacher TBD, Dyslexia Interventionist Action Steps: Review of IEP goals and designated supports. Target interventions based on student deficit area. Collaboration between special education teachers, dyslexia intervention teachers, and general education teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






Goal 1: ATTENDANCE Attendance rate will increase from 95.6% in the 2021-2022 school year to 97.50% in the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Economically disadvantaged student attendance rate will increase 5% during the 2022-2023 school year.

Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Partner will families to remove barriers regarding transportation that increase students attendance. Strategy's Expected Result/Impact: Student attendance increases Staff Responsible for Monitoring: Clarence Myers, Wrap Around Specialist Action Steps: Wrap Around Specialist will partner with families to improve access to transportation and monitor student attendance weekly.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: Our special education resource student attendance rate will increase by 5% during the 2022-2023 school year.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Partner will families to remove barriers regarding special education transportation that increase students attendance. Strategy's Expected Result/Impact: Student attendance increases Staff Responsible for Monitoring: Clarence Myers, Wrap Around Specialist Laura Anderson, Special Education Chair Action Steps: Wrap Around Specialist will partner with families to improve access to transportation and monitor student attendance weekly. Laura Anderson will ensure that special education students will have access to transportation for those in need.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Our special education SLC classes student attendance rates will increase by 5% during the 2022-2023 school year.

Evaluation Data Sources: Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Partner with families to remove barriers regarding special education transportation that increase students attendance. Strategy's Expected Result/Impact: Student attendance increases Staff Responsible for Monitoring: Clarence Myers, Wrap Around Specialist Laura Anderson, Special Education Chair Action Steps: Wrap Around Specialist will partner with families to improve access to transportation and monitor student attendance weekly. Laura Anderson will ensure that special education students will have access to transportation for those in need.	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE To increase the speed in which students who are struggling emotionally are identified and provided with a concrete action plan to build resiliency.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Use data from SEL survey

Evaluation Data Sources: SEL Survey

Strategy 1 Details		Reviews			
Strategy 1: School Counselor and Wrap around specialist will collaborate to identify students in need of social, emotional support. Provide students and families access to resources. Strategy's Expected Result/Impact: Quicker access to resources. Staff Responsible for Monitoring: Celeste Vershon, School Counselor Clarence Myers, Wrap Around Specialist		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Board Goal 5: N/A - Additional Campus Goals







Goal 3: VIOLENCE PREVENTION To increase awareness and procedures in students of violence prevention and what to do if they see or hear something that falls in this category.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: SEL Survey

Evaluation Data Sources: SEL Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will show and discuss Crime Stopper videos created for Horn Elementary. Strategy's Expected Result/Impact: Increase awareness of violence prevention. Staff Responsible for Monitoring: Celeste Vershon Counselor Action Steps: Kindness contract Video discussion Digital Safety	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: SEL Lead Teacher will promote SEL on campus and provide Professional Development to the staff. Strategy's Expected Result/Impact: Increase awareness of SEL needs on campus. Staff Responsible for Monitoring: Alison Cline, SEL Liaison Action Steps: Professional Development to Staff	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION Increase number of students scoring at the approaches level or higher on 3rd grade math.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Increase number of students scoring at the approaches level from 57% to 59% on the 2023 3rd Grade Math STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Targeted intervention block utilized to differentiate instruction to meet the needs of students not approaching standard on STAAR. Strategy's Expected Result/Impact: Increase number of students scoring approaches on STAAR Staff Responsible for Monitoring: Laura Anderson, Department Chair Mary Christine Cuevas, SLC Standard Teacher Leadership Team Action Steps: Additional opportunities for inclusion Create targeted intervention block dedicated lab to intervention flexible grouping throughout the year based on updated data sources TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: Percentage of 4th grade EL students increasing one level on 2023 TELPAS Reading.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Percentage of 4th grade EL/EB students increasing one level from 59% to 61% on 2023 TELPAS Reading.

Evaluation Data Sources: TELPAS Reading

Strategy 1 Details		Reviews			
Strategy 1: Consistent use of ELPS and sheltered instruction strategies to promote language acquisition. Strategy's Expected Result/Impact: Increasing number of students scoring at least one level from the previous year. Staff Responsible for Monitoring: 4th grade teachers Hollie Zamora Assistant Principal Action Steps: PD and coaching to plan using the ELPS consistently across contents. Administer ELD assessments. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: Increase recruitment effort to target declining enrollment.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Student enrollment will increase from 750 students to 760 students in the 2022-2023 school year.

Evaluation Data Sources: Enrollment numbers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Participate in community events Offer tours in fall and spring Expand promotional resources Advertise on social media Strategy's Expected Result/Impact: Increase in enrollment Staff Responsible for Monitoring: Leadership Team Action Steps: Participate in community events Offer tours in fall and spring Expand promotional resources Advertise on social media				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:






Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Choya Brooks

Estimated number of students to be screened: 760

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Run immunization delinquency report for all grade levels. Identify students who are non-compliant. Strategy's Expected Result/Impact: To have 100% compliance. Staff Responsible for Monitoring: Choya Brooks Action Steps: Run immunization delinquency report for all grade levels. Identify students who are non-compliant.	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Choya Brooks

Estimated number of students to be screened: 489

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Collaborate with grade level chairs to schedule appropriate times to screen students. Strategy's Expected Result/Impact: All students will be screened. Students who are in need of additional intervention will be identified and referred to the appropriate provider. Staff Responsible for Monitoring: Choya Brooks Action Steps: Collaborate with grade level chairs to schedule appropriate times to screen students.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Choya Brooks

Estimated number of students to be screened: 489

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Collaborate with grade level chairs to schedule appropriate times to screen students. Strategy's Expected Result/Impact: All students will be screened. Students who are in need of additional intervention will be identified and referred to the appropriate provider. Staff Responsible for Monitoring: Choya Brooks Action Steps: Collaborate with grade level chairs to schedule appropriate times to screen students.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Choya Brooks

Estimated number of students to be screened: 440

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with grade level chairs to schedule appropriate times to screen students. Strategy's Expected Result/Impact: All students will be screened. Students who are in need of additional intervention will be identified and referred to the appropriate provider. Staff Responsible for Monitoring: Choya Brooks Action Steps: Collaborate with grade level chairs to schedule appropriate times to screen students.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A






Estimated number of students to be screened: N/A

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team: Choya Brooks & Wellness Team






Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Identify students who require medication administration during school by sending communication to parents. Strategy's Expected Result/Impact: The needs of students who require medication administration services while on campus will be met. Staff Responsible for Monitoring: Choya Brooks & Wellness Team Action Steps: Identify students who require medication administration during school by sending communication to parents.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Choya Brooks

Number of AEDs on campus: 2

Strategy 1 Details	Reviews			
Strategy 1: Monthly check AED's to ensure they are functioning and pads and batteries are not expired. Strategy's Expected Result/Impact: Campus will have up to date batteries and pads and working AED's throughout the entire year. Staff Responsible for Monitoring: Choya Brooks Action Steps: Monthly check AED's to ensure they are functioning and pads and batteries are not expired.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)






The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement and be 100% in compliance.

Evaluation Data Sources: Nurse Brooks Data

Strategy 1 Details		Reviews			
Strategy 1: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement and be 100% in compliance. The Nurse and PE Teacher will be in communication to ensure that we are providing heart healthy and wellness activities for our students. Strategy's Expected Result/Impact: Awareness of physical activity and well being. Staff Responsible for Monitoring: PE Teacher-Ivan Campos Nurse-Ms. Brooks Action Steps: Ensure that we are following appropriate curriculum for health and well being of students.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

State Compensatory

Budget for 178 Horn Elementary School

Total SCE Funds: \$52.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The supplies utilized in this account will be for supplies and materials to assist our students in need of intervention.

Personnel for 178 Horn Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Khan, Afra Khursheed	Tchr, ESL Elementary	1
Rosenthal, Anna Leigh	Tchr, Kindergarten	1
Sevon, Amanda	Tchr, ESL Elementary	1

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Vanessa Flores	Principal
Administrator	Hollie Zamora	Assistant Principal
Classroom Teacher	Alison Cline	Classroom Teacher
Classroom Teacher	Anna Rosenthal	Classroom Teacher
Classroom Teacher	Traci Surles	Classroom Teacher
Non-classroom Professional	Clarence Myers	Wrap Around Specialist
Parent	Jenny Dagley	PTO President
Business Representative	Karen Bookstaff	Representative
Community Representative	Angie Staller	Representative
Classroom Teacher	Shannon Talley	Classroom Teacher
Parent	Tricia Onufer	Vice-President PTO
Classroom Teacher	Shelia Bagley	Classroom Teacher
School-based Staff	Elizabeth Snelling	Music Teacher
School-based Staff	Laura Anderson	SPED Resource and Chair

Addendums



Professional Development Plan 2022-2023

Date and Time	Activities	Staff
<p>August 8</p> <p>8:00 AM – 8:30 AM</p> <p>8:30 AM – 10:00 AM</p> <p>10:00 AM – 11:00 AM</p> <p>11:00 AM– 12:30 PM</p> <p>12:30 PM – 3:00 PM</p>	<p>Wazzaap?? Welcome Back! <i>Da domb breakfast- provided by PTO.</i></p> <p>Horn's new home skillet/Team Building Activity</p> <p>Grade Level Time... Booyah!</p> <p>Lunch</p> <p>State of School/ Handy Dandy Handbook/ Safety Procedures</p>	<p>All</p>
<p>August 9</p> <p>8:00 AM – 3:45 PM</p>	<p>Job Alike PD Sessions* (Courses can be found at https://www.houstonisd.org/Page/193897)</p> <p>Reading Academy PD (check email for link to Teams)</p> <p>Grade Level Time... Booyah! <i>This will include working in your classroom, PLC with your grade-level team, Canvas training, and HISD compliance courses.</i></p>	<p>All Leadership, Special Education, and Core-Enrichment Teachers</p> <p>New Kindergarten ALL 2nd-3rd grade teachers All Special Education Teachers</p> <p>Staff members who are exempt from Job Alike and Reading Academy (Returning Kindergarten and 1st, ALL 4th and 5th)</p>

<p>August 10 8:00 AM – 3:45 PM</p>	<p>Early Childhood Teachers and TA's Pre-Service (Courses can be found at https://www.houstonisd.org/Page/194367)</p> <p>District Academic PD Day (Courses can be found at https://www.houstonisd.org/Page/194367)</p> <p>Reading Academy PD</p>	<p>Pre-K and Pre-K Assistants</p> <p>All Core Content, Special Education, and Core-Enrichment Teachers</p> <p>New Kindergarten ALL 2nd-3rd grade teachers All Special Education Teachers</p>
<p>August 11 8:00 AM – 3:45 PM</p>	<p>Job Alike PD Sessions*</p> <p>Grade Level Time... Booyah! <i>This will include working in your classroom, PLC with your grade-level team, Canvas training, and HISD compliance courses.</i></p>	<p>All Core Content, Special Education, and Core-Enrichment Teachers</p> <p>Staff members who are exempt from Job Alike and Reading Academy (Returning Kindergarten and 1st, ALL 4th and 5th)</p>
<p>TGIF!, August 12 8:00 AM – 3:45 PM</p>	<p>Job Alike PD Sessions*</p> <p>Canvas Training <u>K-12 First Day Ready</u></p>	<p>All Core Content, Special Education, and Core-Enrichment Teachers</p> <p>All STAFF (only if have NOT completed one of the required Canvas trainings by this point)</p>
<p>August 15 7:20 AM – 3:05 PM</p>	<p>Da domb breakfast– provided by PTO.</p> <p>“Totally fly!” Teacher Preparation Day <i>This will include working in your classroom, PLC with your grade-level team, and HISD compliance courses.</i></p> <p>Fresh Team Picture– DUE by August 17th before 3:05 PM</p>	<p>All Teachers</p>

<p>August 16 7:20 AM- 3:05 PM</p> <p>8:00 AM – 9:00 AM</p> <p>9:00 AM – 9:30 AM</p> <p>11:00 AM -12:00 PM</p> <p>1:00 PM – 2:00 PM</p> <p>2:00 PM – 3:00 PM</p>	<p>Duty schedule</p> <p>Planning with Grade Level Chairs</p> <p>Planning with Enrichment Team</p> <p>Dope PTO Meeting</p> <p>Now that's what I call... SEL, Counseling, Wrap-Around</p> <p>What's the 411? OnTrack/Assessments</p>	<p>All</p> <p>Grade Level Chairs and Admin</p> <p>Enrichment Team and Admin</p> <p>All</p>
<p>August 17 7:20 AM- 3:05 PM</p> <p>7:30 AM – 8:00 AM</p> <p>8:00 AM – 10:30 AM</p> <p>9:00 AM – 10:10 AM</p> <p>10:30 AM – 12:00 PM</p> <p>1:30-3:00</p> <p>3:05 PM</p>	<p>Duty schedule</p> <p>LPAC meeting</p> <p>504 Meetings with Vershon (Classroom)</p> <p>IAT Information with Hunt and Zamora (Library)</p> <p>FYI! SPED—Accommodations v. Interventions</p> <p>ELPS Integration for Teachers</p> <p>They've got mail! Send Welcome Email to Parents</p>	<p>LPAC team members</p> <p>5th Grade 8:00-8:20 4th Grade 8:25-8:45 3rd Grade 8:50-9:10 2nd Grade 9:15-9:35 1st Grade 9:40-10:05 Enrichment 10:10-10:30</p> <p>PK/Kinder/1st Grade 9:00-9:20 4th/5th Grade 9:25-9:45 2nd/3rd Grade 9:50-10:10</p> <p>All</p> <p>PK-5 Teachers</p> <p>PK-5 Teachers</p>
<p>August 18 7:20 AM- 3:05 PM</p> <p>8:00 AM – 9:00 AM</p> <p>9:00 AM – 10:00 AM</p> <p>10:00 AM – 11:00 AM</p>	<p>Duty Schedule</p> <p>"This is How We do It" Attendance Procedures</p> <p>Student Crisis Meeting</p> <p>Rad Technology Housekeeping and Updates- Laptops/Class Dojo/Data Folder</p>	<p>All</p>

12:00 PM – 3:00 PM	“You Oughta Know” T-TESS Update Training See It, Name It, Do It (planning)	All Teachers under T-TESS
TGIF! August 19 7:20 AM- 3:05 PM	Duty schedule	All
	Early Bird Market/Meet the Teacher... How you doin’?	
8:00 AM – 8:45 AM	PreK and Kinder	
8:45 AM – 9:30 AM	1 st	
10:00 AM – 10:45 AM	2 nd – 5 th	
11:00- 11:30	Crisis Team Meeting	Crisis Team Members
10:45 AM – 3:45 PM	Chillax in Classroom <i>This will include working in your classroom, PLC with your grade-level team, and working on the HISD compliance courses.</i>	

Academic PD Sessions*:

- Canvas
- Early Childhood
- Elementary
- Fine Arts
- Health/PE
- Special Education
- ESL
- Reading Academy—New Kindergarten, 1st-3rd grade teachers, and Special Education Teachers

Job Alike Sessions*:

- Academic Instructional Technology—New Canvas Champions
- Counseling—School Counselors
- Federal & State Compliance—Registrars
- Gifted & Talented—GT Coordinators
- Health & Medical Services—Nurses
- Interventions Office—HB4545 Accelerated Learning Committee/IAT Liaisons
- Library Services—Librarians
- Multilingual Programs—SI Coaches
- Special Education—Special Education Chairs, SLC Teachers
- UIL-- UIL Sponsors
- Wrap-Around Services—Wrap-Around Specialists

2022-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
August 8, 2022	In Person	Welcome Back State of the School Handbook Safety Procedures	Handbook	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5
August 9, 2022	In Person	HISD Academic PD HISD Job Alike HISD Reading Academy	Houtonisd.org/elearning	Goal 5
August 10, 2022	In Person	HISD Academic PD HISD Job Alike HISD Reading Academy	Houtonisd.org/elearning	Goal 5
August 11, 2022	In Person	HISD Academic PD HISD Job Alike HISD Reading Academy	Houtonisd.org/elearning	Goal 5
August 12, 2022	In Person	HISD Academic PD HISD Job Alike HISD Reading Academy	Houtonisd.org/elearning	Goal 5
August 15, 2022	In Person	Designated Teacher Prep Day	N/A	N/A
August 16, 2022	In Person	PLCs Compliance Courses SEL, Wraparound Specialist, Counselor OnTrack Assessments	PLC Forms OnTrack Assessment PowerPoint	Goal 1 Goal 2 Goal 3 Goal 4 Goal 5
August 17, 2022	In Person	LPAC 504 Meetings IAT Special Ed: Accommodations and Modifications ELPS Integration for Teachers	LPAC Meeting Responsibilities 504 Service Plans Accommodations v. Modifications PowerPoint ELPS Integration PowerPoint	Goal 2 Goal 4

August 18, 2022	In Person	Attendance Procedures Student Crisis Meeting Technology Updates T-TESS Update	Student Crisis Procedures PowerPoint Technology PowerPoint T-TESS Administrative Training for Teachers PowerPoint	Goal 5
August 19, 2022	In Person	Early Bird Market/Meet the Teacher	Grade Level Welcome Back Packets	Goal 5
Oct. 4	In Person	Summit K12 Platform GT Testing Procedures Interim Assessment Testing Procedures	Summit K12 Platform TOT PowerPoint GT Testing Procedures PowerPoint Interim Assessment Testing Procedures PowerPoint	Goal 1 Goal 2
Feb. 21	In Person	TELPAS Calibration Training State Test Security Training	TELPAS manuals Test Security website and modules	Goal 2 Goal 3 Goal 4

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE 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 Campus 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 Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP 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 campus leaders, paraprofessionals present in the campus, 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. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. 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 campus.

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

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

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).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

SIP APPROVAL 2022-2023

School Name and Campus #:

Horn, 178

Principal Name: Vanessa Flores

Area Office: ESO1

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/8/22 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Vanessa Flores

Principal

9/8/22

Date

Signatures below indicate review and approval of this document.

Jeffrey R. O'Connell

PTO/PTA or other Parent Representative

9/8/22

Date

Shirley Tally

SDMC Teacher Representative

9/8/22

Date

Amy Boersma

School Support Officer/Lead Principal

9/30/2022

Date

Y. Rodriguez

Area Office Superintendent

9/30/2022

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)
(If applicable or still in use under grant contract)

Date