

**Houston Independent School District**  
**188 Kennedy Elementary School**  
**2022-2023 Campus Improvement Plan**



# Vision

Our vision is to provide equitable opportunities within a safe learning environment that produces life-long global and digital literate scholars.

## Purpose & Core Values/Beliefs

### PURPOSE

Our purpose is to foster the whole child for life by equipping them with an education and mindset for success through curricular and cultural experiences.

### CORE VALUES/BELIEFS

Safety above all else.

Safety takes precedence over all else. A safe environment must be provided for every student and employee.

Student learning is our purpose.

All decisions and actions at any level focus on the support of our purpose: effective student learning.

Focus on Results and Excellence.

Each employee focuses on results and excellence in individual and organizational efforts.

Parents are Partners.

Parents are valued partners in the educational process by serving as the child's teacher in the home. Parent involvement is welcome in all school and district activities.

Common Decency.

All members of the organization, which include students, parents, and employees, deserve and must receive respectful and courteous treatment.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

John F. Kennedy is a Title I school located approximately seven miles from Downtown Houston and sits in the middle of Independence Heights. Kennedy is a neighborhood school currently serves approximately 511 students in grades pre-kindergarten through fifth grade. This is a decline in enrollment compared to the past 3-5 years prior to Covid, enrollment was between 689-900. This decline began during and post pandemic. Of the students currently enrolled, 77% percent of our students are Hispanic, 21% are African American, and 2% percent Caucasian/Multi Race. Approximately 92% of our population is considered economically disadvantaged. Our student population is made up of 6% Special Education, 2% GT, and 45% ELL.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** SPED Identification (i.e., LD, Dyslexia,) **Root Cause:** Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.

# Student Learning

## Student Learning Summary

Based on our current data, there is still a need to continue pursuing Literacy skills across the content areas - with HISD's Literacy by 3 initiative. There is also a need in targeting Math and Science in all grade levels. Teachers must use data to drive individualized instruction for all students at varied levels. We are empowering lead teachers in all grade levels and content to provide opportunities for teachers to participate in individualized PD. Lead teachers will empower other teachers to use different data tools including Running Records, A4E Dashboard, OnTrack, and Renaissance 360. Special Education teachers will collaborate with classroom teachers to provide push in support for students and plan targeted instruction to meet individual needs. Teachers with ESL blocks will follow the required minutes of instruction and all teachers will use Sheltered Instruction. Intervention will be used to close reading learning gaps K-5.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Level of rigor in instruction **Root Cause:** Higher level of rigorous instruction needed in all grade levels.

**Problem of Practice 2 (Prioritized):** Sped students not meeting growth goals. **Root Cause:** Teachers are not effectively and consistently following student's IEP.

# Priority Problems of Practice

**Problem of Practice 2:** SPED Identification (i.e., LD, Dyslexia,)

**Root Cause 2:** Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 4:** Level of rigor in instruction

**Root Cause 4:** Higher level of rigorous instruction needed in all grade levels.

**Problem of Practice 4 Areas:** Student Learning

**Problem of Practice 3:** Developing effective and consistent instructional practices.

**Root Cause 3:** The need to improve teacher capacity and retain teachers through coaching and feedback.

**Problem of Practice 3 Areas:** School Processes & Programs

**Problem of Practice 5:** Excessive absences and tardies

**Root Cause 5:** Parents not familiar with the effect of students out and/or tardy. Parents bring students late in order not to be in drop off traffic. Parents do not prioritize getting PK/K students to school daily (struggle across PK-5th) Consistency and consequences not only needed at the campus level but at the district and state level.

**Problem of Practice 5 Areas:** Perceptions

**Problem of Practice 1:** Sped students not meeting growth goals.

**Root Cause 1:** Teachers are not effectively and consistently following student's IEP.

**Problem of Practice 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

# 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 through 5th grade students performing at or above grade level as measured by the STAAR Reading shall increase by 10% from 71% to 81% in all student groups.

**Strategic Priorities:**

Expanding Educational Opportunities



**Measurable Objective 1:** At least 70% of students 1st-5th will score at or above in Reading and RLA district Assessments.


**Evaluation Data Sources:** District Assessments





**HB3 Board Goal**

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Follow the literacy block as expected in the KES Instructional Expectations and following HISD's curriculum guides, provide small group instruction, and interventions based on student needs. Train teachers and implement the district's Really Great Reading through the key components - phonics/word study. In addition to guiding reading, small group instruction, sustained reading, read aloud lessons and writing instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will show continued growth, at least 10% after each assessment in the area of literacy and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Action Steps:</b> Provide teacher support and feedback on effective practices. Provide Professional Development and support navigating and executing strategies such as, exit tickets, turn and talk, hot questions, among other effective practices.</p> <p>Teachers will receive training/refreshers as needed in Really Great Reading and around effective techniques for Guided Reading Instruction. Teachers and Teacher Specialist will collaborate weekly during collaborative planning develop small group guided reading plans. Leaders will provide teachers with targeted coaching based on implementation of Tier I instruction. Teachers and instructional leaders will review student data monthly to make any necessary changes to Tier II and III intervention groups and instructional plans.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500</p>	0%			



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ren 360 BOY, MOY, PM, and EOY will be used as an intervention screener and data tracker. <b>Strategy's Expected Result/Impact:</b> Student's will show continued growth, at least 15% after each assessment in the area of Reading. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Action Steps:</b> Provide teacher support and feedback through data talks and instructional planning.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension. <b>Strategy's Expected Result/Impact:</b> Students will show continued growth, at least 2-3 reading levels after each running record assessment. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Action Steps:</b> During Professional Learning Community meetings teachers and instructional leaders will create lessons that focus on word study, fluency and comprehension. At Bats will take place monthly, Teacher Specialist will model strategies for teachers and teachers will practice. Instructional leaders will hold structured coaching conversations with teachers and plan next steps for instruction based on disaggregation of student achievement data including Exit Tickets and in class assignments.  Provide teacher support and feedback through review of running record data post assessments, data talks and instructional planning. Implement professional development grounded in the science of teaching reading and Really Great Reading (RGR) that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension. Students engage in explicit instruction of sounds and their spellings. A variety of systematic phonics instruction tools are accessible to enable students to make the connection between decoding, word recognition, reading, and spelling skills.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> The 85% of 1st through 2nd grade students performing at the Met Requirement level as measured by the High Frequency Word Evaluation at the end of the 21-22 school year. Students engage in explicit instruction of sounds and their spellings. A variety of systematic phonics instruction tools are accessible to enable students to make the connection between decoding, word recognition, reading, and spelling skills. <b>Strategy's Expected Result/Impact:</b> 85% of students meet HFW evaluation passing requirements. <b>Staff Responsible for Monitoring:</b> Teachers and Administration <b>Action Steps:</b> During weekly Professional Learning Community meetings Instructional Leaders and teachers will create lessons plans that address effective Word Study instruction. Teachers will include High Frequency Word activities during the Guided Reading Block. Teachers will use the Morning Message consistently to introduce new vocabulary and review high frequency words in context. Instructional Leaders will monitor the Literacy block to determine the quality of Word Study instruction providing teachers with coaching and additional support as needed.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> SPED Identification (i.e., LD, Dyslexia,) <b>Root Cause:</b> Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.
Student Learning
<b>Problem of Practice 1:</b> Level of rigor in instruction <b>Root Cause:</b> Higher level of rigorous instruction needed in all grade levels.
<b>Problem of Practice 2:</b> Sped students not meeting growth goals. <b>Root Cause:</b> Teachers are not effectively and consistently following student's IEP.
School Processes & Programs
<b>Problem of Practice 1:</b> Developing effective and consistent instructional practices. <b>Root Cause:</b> The need to improve teacher capacity and retain teachers through coaching and feedback.
Perceptions
<b>Problem of Practice 1:</b> Excessive absences and tardies <b>Root Cause:</b> Parents not familiar with the effect of students out and/or tardy. Parents bring students late in order not to be in drop off traffic. Parents do not prioritize getting PK/K students to school daily (struggle across PK-5th) Consistency and consequences not only needed at the campus level but at the district and state level.

**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 through 5th grade students performing at or above grade level as measured by the STAAR Math shall increase by 10 percentage points from 66% to 76% in all student groups.


**Strategic Priorities:**


Expanding Educational Opportunities


**Measurable Objective 1:** At least 65% of students 1st-5th will score at or above in Math district assessments.





**Evaluation Data Sources:** District Assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Follow the 5E Math Model as expected in the KES Instructional Expectations and following HISD's curriculum guides, provide small group instruction, and interventions based on student needs. Implement research-based effective and systematic instructional practices in mathematics grades K-3 that they can use to help students develop problem-solving skills and a strong foundation of number sense and fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will show continued growth, at least 15% after each assessment in the area of Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Action Steps:</b> Provide teacher support and feedback on effective practices, provide Professional Development on computational fluency, building content capacity and planning effective lessons, HUB resources, HISD curriculum guides, blue prints, Lead4ward and support navigating and executing strategies such as/use of Imagine Math, Math experiences (real world), manipulatives, Exit tickets, Enrichment, Project based learning, Developing Number Sense, Number Talks, Explicit Instruction, Academic Vocabulary, Small Group &amp; Intervention.</p> <p>Teachers will attend district and on campus training for number fluency, problem solving and developing Math academic vocabulary. Teachers and campus leaders will disaggregate Math data to determine student performance levels and student groupings for small group instruction. Students will be progress monitored biweekly and the results will be used to change intervention groups and focus of instruction. Tier II and III students will use Imagine Math daily to get additional time and support with Math instruction.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1st - 2nd grades Renaissance 360 will be use BOY, MOY, PM, and EOY to monitor learning of all students. Campus wide use of Imagine Math to support student learning. Utilize instructional practices in HISD Curriculum/planning guides to guide, pace, and support teachers accordingly for lesson delivery, and ongoing job embedded professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Student's will show continued growth, at least 25% after each Renaissance 360 monitoring period in the area of Math. Along with growth evident in data reports from Imagine Math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Administrators</p> <p><b>Action Steps:</b> Classrooms have been equipped with IPADS, Chromebooks, and/or desktop computers for student use in order to utilize Renaissance and Imagine Math.</p> <p>During biweekly Professional Learning Community meetings campus leaders and teachers will use HISD Math Instructional Guides to plan upcoming lessons. Campus leaders will provide teachers with coaching that supports alignment of lesson plans and content delivery. Students will use hands on instruction (manipulatives) daily to support mastery of concepts being covered. Teachers will use the Renaissance 360 Student Learning Reports to determine deficit skills and adjust instruction as needed.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 3rd-5th Grade Renaissance 360 will be use BOY, MOY, PM, and EOY to monitor learning of all students. Campus wide use of Imagine Math to support student learning. Utilize instructional practices in HISD Curriculum/planning guides to guide, pace, and support teachers accordingly for lesson delivery, and ongoing job embedded professional development.  <b>Strategy's Expected Result/Impact:</b> Student's will show continued growth, at least 25% after each Renaissance 360 monitoring period in the area of Math. Along with growth evident in data reports from Imagine Math. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Action Steps:</b> Classrooms have been equipped with IPADS, Chromebooks, and/or desktop computers for student use in order to utilize Renaissance and Imagine Math. During biweekly Professional Learning Community meetings campus leaders and teachers will use HISD Math Instructional Guides to plan upcoming lessons. Campus leaders will provide teachers with coaching that supports alignment of lesson plans and content delivery. Students will use hands on instruction (manipulatives) daily to support mastery of concepts being covered. Teachers will use the Renaissance 360 Student Learning Reports to determine deficit skills and adjust instruction as needed.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> SPED Identification (i.e., LD, Dyslexia,) <b>Root Cause:</b> Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.
Student Learning
<b>Problem of Practice 1:</b> Level of rigor in instruction <b>Root Cause:</b> Higher level of rigorous instruction needed in all grade levels. <b>Problem of Practice 2:</b> Sped students not meeting growth goals. <b>Root Cause:</b> Teachers are not effectively and consistently following student's IEP.
School Processes & Programs
<b>Problem of Practice 1:</b> Developing effective and consistent instructional practices. <b>Root Cause:</b> The need to improve teacher capacity and retain teachers through coaching and feedback.

**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** The percentage of student achievement growth as measured in Domain 1 of the state accountability system will increase 10 percentage points from 70% to 80%.







**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of students increasing their level to meets and/or masters as measured by the STAAR shall increase by at least 10 percentage points (Meets from 38% to 48% and Masters from 20% to 30%).

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers providing effective Tier I instruction and/or tailored support through Tier II/III instruction via small group and/or intervention block. <b>Strategy's Expected Result/Impact:</b> Student's will show continued growth via data points: exit tickets, assessments <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Action Steps:</b> Admin monitoring Tier I/II/III instruction and providing immediate and effective coaching and feedback. Teachers planned and prepared, reflecting, growing, and implementing effective instruction.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The requirements and needs of GT students will be differentiated through the use of Renzulli and projects. <b>Strategy's Expected Result/Impact:</b> Data-Renzulli and projects <b>Staff Responsible for Monitoring:</b> Teachers and administrators <b>Action Steps:</b> Teachers will provide additional support after school to allow time for additional practice, exploring, project completion.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be provided with Professional Development to continue to grow and better support student academic growth. <b>Strategy's Expected Result/Impact:</b> Student achievement growth <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Action Steps:</b> Admin conducting weekly walkthroughs using Getting Better Faster (GBF) Scope & Sequence to provide immediate coaching and feedback for teachers. PD and support via bi-weekly PLCs and faculty meetings in the areas of: Sheltered Instruction, T-TESS, Formative Assessment creation, data digs to evaluate student data and small groups/interventions, etc., exit tickets, planning (See It, Name It, Do It), strategies such as: turn and talk, QSSSA.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> SPED Identification (i.e., LD, Dyslexia,) <b>Root Cause:</b> Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.
Student Learning
<b>Problem of Practice 1:</b> Level of rigor in instruction <b>Root Cause:</b> Higher level of rigorous instruction needed in all grade levels. <b>Problem of Practice 2:</b> Sped students not meeting growth goals. <b>Root Cause:</b> Teachers are not effectively and consistently following student's IEP.

<b>School Processes &amp; Programs</b>
<b>Problem of Practice 1:</b> Developing effective and consistent instructional practices. <b>Root Cause:</b> The need to improve teacher capacity and retain teachers through coaching and feedback.



**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 overall student achievement is being impacted, growth is needed across the different indicators, however, with a specific focus needed with our African American students.







**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Measurable Objective 1:** African American students will show at least 5% growth in the areas of 3rd-5th Reading and Math, including 5th grade Science.

**Evaluation Data Sources:** DFA, informal assessing, TEA Interim, STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in use of practice of digital tools, small group instruction, intervention, and tutorials. <b>Strategy's Expected Result/Impact:</b> Students will show progress as evidenced through assessment data. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Chair, and administrators (including support from student worker, tutor, intervention teacher) <b>Action Steps:</b> Teacher PD, support and feedback, monitoring and engagement in data talks. (w/gen ed teachers, and SPED chair)  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will deliver effective Tier I instruction based on support and growth from coaching & feedback, walk throughs & observations, and applying learning from PD attended. <b>Strategy's Expected Result/Impact:</b> Teachers will show progress as evidenced through T-Tess tool. Students will show progress as evidenced through assessment data. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Chair, and administrators <b>Action Steps:</b> Teacher PD, support and feedback, monitoring and engagement in data talks. (w/gen ed teachers, SPED teachers, and SPED chair)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 4290000000 - State Special Revenue - 6300 - Supplies and Materials - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will attend PD to increase effectiveness in delivery of instruction and knowledge in their content(s) area(s). <b>Strategy's Expected Result/Impact:</b> Teachers will show progress as evidenced through T-Tess tool. Students will show progress as evidenced through assessment data. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Chair, and administrators <b>Action Steps:</b> PD from Pre-service, HISD, Vontoure Learning, Teacher Service Day, Campus/dept specific PD/ training/modeling/coaching & feedback, teacher collaboration, mentor/mentee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> SPED Identification (i.e., LD, Dyslexia,) <b>Root Cause:</b> Teachers are not recognizing student's inability to perform at grade level expectations, lacking documentation and are delaying the referral process.
Student Learning
<b>Problem of Practice 1:</b> Level of rigor in instruction <b>Root Cause:</b> Higher level of rigorous instruction needed in all grade levels.
<b>Problem of Practice 2:</b> Sped students not meeting growth goals. <b>Root Cause:</b> Teachers are not effectively and consistently following student's IEP.

<b>School Processes &amp; Programs</b>
<b>Problem of Practice 1:</b> Developing effective and consistent instructional practices. <b>Root Cause:</b> The need to improve teacher capacity and retain teachers through coaching and feedback.

## Board Goal 5: N/A - Additional Campus Goals

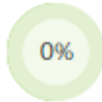

**Goal 1: ATTENDANCE** By the end of 22-23 we will have an attendance rate of 97%.


**Strategic Priorities:**





Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

**Measurable Objective 1:** Campus daily attendance of 97%.

**Evaluation Data Sources:** Attendance Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers submit preliminary attendance prior to official attendance time. Front office staff along with CIS & WRS make calls to check on student status (health, safety and well-being) . Teachers can support by contacting or communicating with parents via class dojo.  <b>Strategy's Expected Result/Impact:</b> Deter parents from keeping healthy students at home due to daily calls from school personnel. <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, registrar, CIS, and WRS. <b>Action Steps:</b> 1. Make daily phone calls. 2. Educate parents on the importance of having healthy students at school daily and on time.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance Reports/6 week attendance report and celebrations  <b>Strategy's Expected Result/Impact:</b> Identify root cause for chronic absenteeism/tardiness/early release; campus 6 week celebrations/incentives <b>Staff Responsible for Monitoring:</b> SIRS, Admin, CIS, WRS, Counselor <b>Action Steps:</b> WRS/CIS, Counselor, SIRS, Admin will base attendance decisions from contact made via phone/home visit regarding conferences /parent attendance contracts needed, ensure student health, safety and well-being. WRS/ CIS will provide any support/programs/referrals to families needed.  <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Kennedy SIRs will send attendance reminder letters (after 3 absences) and conduct parent meetings (contracts) (after 3-5 absences), home visits (after 5th absence/attendance contract meeting), support/resources provided if needed by CIS and/or Wraparound Specialists. <b>Strategy's Expected Result/Impact:</b> Improve daily student attendance <b>Staff Responsible for Monitoring:</b> SIRs & front office staff, Principal, CIS, WRS, Counselor, Teachers <b>Action Steps:</b> For students that have 2 or more consecutive absences or for student that have multiple absences, a meeting will be held with parents. The importance of attending school every day will be discussed and an attendance plan will be developed for the student. Monitoring of the student attendance with a follow up meeting and/or home visit will take place.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Measurable Objective 1 Problems of Practice:

Perceptions
<b>Problem of Practice 1:</b> Excessive absences and tardies <b>Root Cause:</b> Parents not familiar with the effect of students out and/or tardy. Parents bring students late in order not to be in drop off traffic. Parents do not prioritize getting PK/K students to school daily (struggle across PK-5th) Consistency and consequences not only needed at the campus level but at the district and state level.

## Board Goal 5: N/A - Additional Campus Goals


**Goal 2: DISCIPLINE** With the daily implementation campus wide of social emotional learning awareness and activities for self-regulation behavior, student out of school/in school discipline measures will result in zero at the end of the school year.







**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of teachers participating in daily SEL activities and implementing CHAMPS.

**Evaluation Data Sources:** Evident through walkthroughs and observations campus wide along with zero discipline referrals.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers trained in the utilization and implementation of CHAMPS. Consistent monitoring and feedback on utilization of CHAMPS and SEL activities.  <b>Strategy's Expected Result/Impact:</b> Maintained discipline referrals below 2 incidents, evident of students' SEL needs being met, and evident use of CHAMPS strategies throughout the campus. <b>Staff Responsible for Monitoring:</b> Teachers, administration-discipline coord., Counselor, CIS/WRS, support staff <b>Action Steps:</b> 1. Monitor of evidence of CHAMPS strategies being utilized and implemented through out campus.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All staff members will implement strategies set forth/recommended by SEL liaison/ESO2 SEL Specialist to build relationships with students and improve/avoid disruptive behaviors. <b>Strategy's Expected Result/Impact:</b> Students follow campus and district behavior expectations. <b>Staff Responsible for Monitoring:</b> Teachers, SEL Liaison, Counselor, Administration-discipline coord., CIS, and WRS. <b>Action Steps:</b> Outline procedures for student discipline referral system on campus for teachers. Review campus student discipline referral form. Ensure that all staff members are trained on campus discipline procedures.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of our teachers will implement SEL practices to develop consistent discipline management system. <b>Strategy's Expected Result/Impact:</b> Establishing consistent discipline management systems will ensure that students are aware of the expectations set in place. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, SEL liaison, Admin-discipline coord., CIS, WRS <b>Action Steps:</b> Teachers will receive SEL Training during PLCs, check-ins with SEL liaison, Discipline Coordinator, CIS, Counselor regarding student behaviors.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Board Goal 5: N/A - Additional Campus Goals



**Goal 3: VIOLENCE PREVENTION** Awareness of violence/safety through student presentations and programs to decrease to zero the amount of office referrals that involve reported behaviors of bullying in all grade levels.

**Strategic Priorities:**






Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of students will receive awareness regarding the area of violence prevention and safety.

**Evaluation Data Sources:** Discipline referral reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide presentations, programs, along with community involvement for students. <b>Strategy's Expected Result/Impact:</b> One positive community of KES students' SEL, violence prevention, health and safety awareness needs being met. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, CIS, WRS, Counselor, and Support Staff <b>Action Steps:</b> 1. DARE program partnership (ancillary) 2. Scouts partnership (ancillary)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Anti-Bullying education classes for students to increase awareness of conflict resolution strategies. <b>Strategy's Expected Result/Impact:</b> Provide the information to parents and students to increase awareness of conflict resolution strategies <b>Staff Responsible for Monitoring:</b> Counselor, CIS, WRS, FACE <b>Action Steps:</b> Red Ribbon week participation, Counselor SEL Lessons, CIS lessons, celebrate/promote Against Bullying Day  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive PD/info/strategies from our Counselor, CIS, WRS, and/or SEL Liasion on implementing SEL strategies, coaching, and feedback on building relationships with students. <b>Strategy's Expected Result/Impact:</b> Teachers will have the tools to deescalate situations. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, CIS, WRS, Admin-Discipline Coord. <b>Action Steps:</b> Teachers will receive PD provided by SEL Team mentioned above and continue to receive coaching and feedback around building positive relationships with students, and having parents as partners. FACE dept involved through Coffee with the Principal to build capacity and knowledge in parents on teacher/parent partnerships in support of student success.  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	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** By the end of 22-23, at least 75% of our special education students will achieve one year's growth.







**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Special education students will show at least 5% growth in the area of Reading and Math.

**Evaluation Data Sources:** District Assessments, STAAR, digital resources

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will participate in use of digital tools, and teachers will deliver specially designed instruction based on student's IPE goals and objectives. <b>Strategy's Expected Result/Impact:</b> Students will show progress as evidenced through assessment data. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Chair, and Administrators <b>Action Steps:</b> Teacher PD, support and feedback, monitoring and engagement in data talks.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 2 Details		Reviews			
<b>Strategy 2:</b> SPED Chair and IAT liasion will provide PD on the documentation and referral process, service plans, and models. The team will train teachers on interpreting student IEPs, the evaluation process, modifications, and accommodations.  <b>Strategy's Expected Result/Impact:</b> This will ensure teachers are using appropriate accommodations to meet student needs. <b>Staff Responsible for Monitoring:</b> Teachers, SPED Chair, IAT liasion, admin <b>Action Steps:</b> SPED chair will collaborate with IAT liasion and Admin to provide PD on IAT referral process, service plans, and models. The SPED chair will discuss and train teachers on interpreting student IEPs and the implementation of accommodations and modifications in the classroom. The leadership team, in conjunction with the SPED chair, will review the co-teaching model and the program requirements and expectations. The campus testing coordinator and sped team will train teachers on utilizing designated supports through the school year in preparation for use on assessments.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Students will receive individualized instruction based on both their reading level and their IEPs. Teachers will provide small group instruction. Sped dept will work with studens as pull out/push in strategies.  <b>Strategy's Expected Result/Impact:</b> This will ensure that all students are receiving individualized instruction with appropriate accommodations of their daily instruction. <b>Staff Responsible for Monitoring:</b> Sped Chair, teachers, interventionist, admin <b>Action Steps:</b> The SPED dept will provide teachers a copy of their students IEPs in order to individualize instruction. Additionally, teachers will use their studen'ts reading level/data to determine small group assignments and intervention strategies.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					







**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Measurable Objective 1:** By EOY of 22-23 school year we will increase listening, speaking, reading, and writing by 10%.

**Evaluation Data Sources:** ELD Monitoring, TELPAS

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Professional Development in the areas of Sheltered Instruction will focus on the 7 steps of language rich interactive classrooms as well as building academic conversations. These practices will foster growth in the areas of listening, speaking, reading, and writing. <b>Strategy's Expected Result/Impact:</b> Growth in listening, speaking, reading, and writing. <b>Staff Responsible for Monitoring:</b> SI Coach, Admin, Teachers <b>Action Steps:</b> Professional Development/PLC's in the following areas: 1. academic vocabulary 2. writing student friendly language objectives 3. visuals and vocabulary strategies 4. structured conversations 5. QSSSA Academic conversations 6. framed summarization strategies 7. Building academic writing strategies  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students who may not generally be recommended for GT testing will be tested and may qualify for GT services. <b>Strategy's Expected Result/Impact:</b> Increase in identified students. <b>Staff Responsible for Monitoring:</b> GT Coordinator, Admin, Teachers <b>Action Steps:</b> All teachers will be encouraged to recommend students in their classroom for GT testing.  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Dyslexia students will develop phonemic awareness through systematic instruction. Student's demonstrate a year's growth. <b>Strategy's Expected Result/Impact:</b> Dyslexia students will develop phonemic awareness through systematic instruction. Student's demonstrate a year's growth. <b>Staff Responsible for Monitoring:</b> Dyslexia Specialist, SPED Chair, Administration Team <b>Action Steps:</b> Ensure that 100% of identified dyslexia students receive instruction strategies based on their need/level, phonics, high frequency words, and/or comprehension skills through consistent in person learning.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Funding Sources:</b> - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> Level of rigor in instruction <b>Root Cause:</b> Higher level of rigorous instruction needed in all grade levels.
School Processes & Programs
<b>Problem of Practice 1:</b> Developing effective and consistent instructional practices. <b>Root Cause:</b> The need to improve teacher capacity and retain teachers through coaching and feedback.

**Board Goal 5:** N/A - Additional Campus Goals


**Goal 6:** PARENT and COMMUNITY ENGAGEMENT 100% two-way communication with all families via calls, Kennedy dojo, school marquee, and school mailing/flyers/letters.

**Strategic Priorities:**

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

**Measurable Objective 1:** Improve parent and community communication and knowledge of school events, programs, academics, needs, and initiatives.

**Evaluation Data Sources:** Increased parent and community knowledge and engagement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Use committees, meetings, mailings, social media, dojo to communicate information, dates, support needed to achieve academic and engagement/community goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community are informed and engage in being a part of students maintaining healthy, academic growth and success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, CIS, WRS, parents, and community</p> <p><b>Action Steps:</b> 1. Inform of DARE program 2. Inform of Scouts program 3. Inform of Interventions in place 4. Daily contact and information on attendance 5. SDMC committee minutes on website 6. Up to date website 7. Informative postings via open house, bi-monthly parent meetings, Kennedy and class dojo, marquee, letters/flyers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase family and community engagement by coordinating community events, family nights, and volunteer opportunities resulting in at least 95% of parents stating satisfaction with family and community engagements. <b>Strategy's Expected Result/Impact:</b> Use meetings and school events to allow opportunities to educate parents. Parents are informed and engaged in being a part of students academic growth and success. <b>Staff Responsible for Monitoring:</b> Principal, Title I Coordinator, CIS, WRS, Administrative Team <b>Action Steps:</b> 1. Family nights 2. Teacher/Parent conferences 3. SDMC committee minutes on website 4. Up to date website 5. Informative postings via open house, bi-monthly parent meetings, Kennedy and class dojo, marquee, letters/flyers 6. Educational/informative events coordinated by CIS & WRS & Counselor  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Funding Sources:</b> - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div>0%</div>			

0%

 No Progress

100%

 Accomplished

Continue/Modify

Discontinue

## **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, Transforming Academic Outreach

**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: Dorothy Kampf

Estimated number of students to be screened: 519

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 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. Kennedy's estimated completion date on or before 4/1/2023.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Dorothy Kampf

Estimated number of students to be screened: 380

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 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: Dorothy Kampf

Estimated number of students to be screened: 380

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 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: Dorothy Kampf

Estimated number of students to be screened: 380

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 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: 0 / 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

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.

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

**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:** Nurse will plan and prepare information on health education and disease prevention to share with parents during Fall/Spring family events.

**Evaluation Data Sources:** Parent communication, student health screenings

**Measurable Objective 2:** PE teacher will provide nutritional lessons to students and share information with parents during Fall/Spring family events.

**Evaluation Data Sources:** Campus social media & parent communication, Student health screenings

**Measurable Objective 3:** 100% of students will participate daily in structured PE instruction

**Evaluation Data Sources:** Fitness Gram

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 188 Kennedy Elementary School

**Total SCE Funds:** \$18,063.00

**Total FTEs Funded by SCE:** 10

### Brief Description of SCE Services and/or Programs

State Comp Ed currently funding for 1 instructional aides, 1 teacher, and 1 Hourly Lecturer. These staff members are able to provide instructional support and small group instruction for our at risk students academically during the instructional day.

## Personnel for 188 Kennedy Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Green, Dandra Denise	Teaching Assistant-10M	1
Herrera-Cabrera, Constance	Tchr	1
Vacant	Academic Tutor-HR	1
Vacant	Academic Tutor-HR	1
Vacant	Academic Tutor-Hr	1
Vacant	Student Worker	1
Vacant	Academic Tutor-Hr	1
Vacant	Student Worker	1
Vacant	Teaching Assistant-10M	1
Warren, Tasha	Lecturer, Hrly-Degreed	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by Administrative team, SDMC Committee, and CIS.

Kennedy Elementary received an overall rating of a B-89 for the 2021-2022 school year. Our state accountability data, 66% of 3rd-5th grade students met standard in Math, 71% of 3rd-5th grade students met standard in Reading Language Arts, 51% of 3rd-5th grade students met standard in Science. In order to continue our student growth, our instructional focus will be: building academic vocabulary in all students, engaging all students by using critical thinking skills, higher level questioning, and rigor in instruction, daily writing across all content areas, and meeting the needs of all our diverse learners through small groups, and campus wide intervention block. We will work on increasing our Meets and Masters level students in all content areas. Additional student interventions and support will continue with after school tutorials. We aim to meet our Reading Language Arts and Math goals through guided reading, following district scope and sequence, monitoring Tier I instruction, targeted and planned instruction for small groups and interventions. In addition to providing professional development for our teachers in all content areas and support through Get better Faster coaching and feedback Scope and Sequence, bi-weekly PLCs and weekly collaborative planning using the See It, Name It, Do It model. Further, we will meet the needs of our special populations (GT, EL's, SPED) by also providing our teachers with professional development in sheltered instruction, renzulli and project based learning along with coaching, supporting, and consistent monitoring.

- The percentage of 3rd through 5th grade students performing at or above grade level as measured by the STAAR Reading shall increase by 10 percentage points from 71% to 81% in all student groups.
- The percentage of 3rd through 5th grade students performing at or above grade level as measured by the STAAR Math shall increase by 10 percentage points from 66% to 76% in all student groups.
- The percentage of student achievement growth as measured in Domain 1 of the state accountability system will increase 10 percentage points from 70% to 80%.
- 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 3-5 Reading and Math will increase by 5 percentage points.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

School staff involvement and input during Aug 2022 Pre-Service.

SDMC 9/29/22

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

Data review and talks, SDMC, Title I meetings, Teacher planning and PLCs.

The process at Kennedy to revise/improve strategies if they are not working to meet the needs of students: calibration walks, appraiser observations

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

The CIP is available to parents in the following locations:

School Website

Binder in the Front office

We provide the CIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

With respect to strategies provided in 2.2, Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Soaring Eagle Intervention Block

Daily Tier I instruction

After school tutorials

small group instruction

Wraparound Specialist and CIS providing student services supports for all students

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

- Campus Wide Intervention Block
- After School Tutorials
- Saturday Camps
- Hired Outside Tutors
- Support Staff: Academic Tutors, Student Workers
- Consistent daily master instructional schedule

- Academic/Attendance Incentives schoolwide
- Field trip opportunities to acquire exposure

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: PD, PLCs, coaching and feedback
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Small Group Instruction based on student data needs: Campus Intervention Block, Reading and Math Block

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Source data reviewed to evaluate the schoolwide program annually to determine if it has been effective in addressing major problem areas and in increasing student achievement - particularly for the lowest-achieving students:

- STAAR - State Assessments
- MATH CFA's
- 6 week assessments
- District universal screener

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Four strategies to increase Parent and Family Engagement include:

- Class/Kennedy Dojo communication
- Meet the Teacher/Open House
- Parent Conferences
- Flyers
- CIS/WRS
- Counselor
- FACE & Coffee W/ the Principal
- Academic Nights

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Maryann Guerrero
- Karen Amaya, CIS & Carolina Harris Rivera, WRS

- Francisco Luna - Title I Coordinator/ Teacher Specialist

The PFE was distributed

- On the campus website
- Campus Dojo

The languages in which the PFE was distributed include

- English
- Spanish

## **4.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 -9/15/2022 Open House
- Meeting #2 - 10/19/22 Coffee w/ the Principal
- Meeting #3 - 11/17/22 Math/Science Academic Night
- Meeting #4 - 11/17/22 Parent Thanksgiving Lunch
- Meeting #5 - 1/19/23 ELAR/SLAR Literacy Academic Night
- Meeting #6 - 1/25/23 Coffee w/ the Principal
- Meeting #7 - 2/8/23 Coffee W/ the Principal
- Meeting #8 - 2/9/23 STAAR Academic Night
- Alternates:
- 2/17/23 Goodies w/ Grandparents
- 3/22/23 Coffee W/ the Principal
- 3/10/23 Donuts w/ Dad
- 5/12/23 Muffins w/ Mom

## **5. Targeted Assistance Schools Only**

### **5.1: Determine which students will be served by following local policy**

Campus criteria to select students to receive services funded by Title I, Part A funds: STAAR state assessments, EOY screener, RTI Report



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Claudia Suarez	Bilingual Teacher	Class Size Reduction Bil	100
Iris Zapata	Bilingual Teacher	Class Size Reduction Bil	100%
Vacant	Teacher Specialist (Math)		100%

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$2,500.00
1	1	1	2		6300 - Supplies and Materials	\$1,000.00
2	1	1	1		6300 - Supplies and Materials	\$2,000.00
2	1	1	2		6300 - Supplies and Materials	\$2,500.00
2	1	1	3		6300 - Supplies and Materials	\$2,500.00
4	1	1	1		6300 - Supplies and Materials	\$2,500.00
5	1	1	2		6300 - Supplies and Materials	\$1,000.00
5	2	1	1		6300 - Supplies and Materials	\$1,000.00
5	2	1	2		6300 - Supplies and Materials	\$1,000.00
5	2	1	3		6300 - Supplies and Materials	\$1,000.00
5	3	1	1		6300 - Supplies and Materials	\$500.00
5	3	1	2		6300 - Supplies and Materials	\$500.00
5	3	1	3		6300 - Supplies and Materials	\$500.00
5	4	1	3		6300 - Supplies and Materials	\$500.00
5	6	1	2		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$20,000.00
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	2		6300 - Supplies and Materials	\$2,000.00
5	5	1	2		6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$3,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1		6300 - Supplies and Materials	\$2,000.00
<b>Sub-Total</b>						\$2,000.00

1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	2		6300 - Supplies and Materials	\$1,000.00
5	5	1	3		6300 - Supplies and Materials	\$500.00
<b>Sub-Total</b>						\$1,500.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3		6300 - Supplies and Materials	\$3,000.00
<b>Sub-Total</b>						\$3,000.00
4290000000 - State Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	2		6300 - Supplies and Materials	\$1,500.00
<b>Sub-Total</b>						\$1,500.00

# Addendums

**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.

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*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.**

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*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"/>

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## SIP APPROVAL 2022-2023

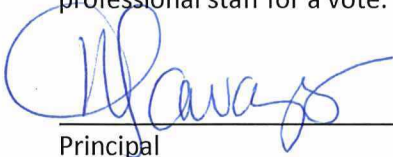
**School Name and Campus #:** 188

**Principal Name:** Haydee Cavazos

**School Office:** ESO2

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 9/29/2022 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.



Principal

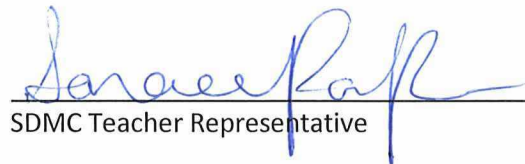
9-30-2022

Date

***Signatures below indicate review and approval of this document.***

\_\_\_\_\_  
PTO/PTA or other Parent Representative

\_\_\_\_\_  
Date



SDMC Teacher Representative

9-30-2022

Date

Leigh Curry  
School Support Officer/Lead Principal

9-30-22

Date

Shana Perry  
School Office Assistant Superintendent

9-30-22

Date

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

\_\_\_\_\_  
Date