

Houston Independent School District

133 Cornelius Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

At Cornelius Elementary our scholars are nurtured and developed in an innovative and positive learning environment where lifelong skills are taught by scholars establishing healthy friendships, developing solid character traits, and acquiring skills to become principled and productive citizens who will one day be able to compete in a globally changing society.

Vision

At Cornelius Elementary, we are committed to joyful teaching and joyful learning daily

Value Statement

“Making Tracks for the Future”

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John Paul Cornelius Elementary is an exemplary magnet school for students in the areas of science and mathematics and was established in 1960 in the historic southeast Houston. The surrounding school community is a middle-income neighborhood with a multicultural, English and non-English speaking population. The school community is eighty percent Hispanic, eighteen percent African-American, one percent White, and one percent Asian/Pacific Islander. Twenty-five percent of the school community is magnet and seventy-five percent of the school community represents the zoned population.

The magnet program at Cornelius Elementary provides students with hands-on science experiments and problem-based, self-exploratory learning in both math and science along with a self-paced online math program. The magnet program enhances the state curriculum through grade-level designed science labs and also math and technology labs. All primary grade level classrooms are self-contained to protect the integrity of instruction in lower grades by ensuring a firm foundation through close-knit literacy communities. A majority of classes in the upper grades are departmentalized to build on educator strengths and meet the needs of diverse learners within their respective content areas. ESL classes in 3rd-5th grades are staffed highly compatible, bilingual certified, effective teacher assigned to systematically scaffold learners to their maximum potential.

John Paul Cornelius Elementary is a school-wide Title 1 school servicing Pre-Kindergarten through Fifth-grade scholars. The teaching staff is fourteen percent White, nineteen percent African American, sixty percent Hispanic and seven percent Asian-American. Twenty-nine percent hold master's degrees, thirty-three percent have taught eleven or more years, twenty-two percent have taught six to ten years, and forty-four percent have taught five or less years. The current student/teacher ratio is 22:1.

At Cornelius Elementary, 92% of students are considered economically disadvantaged and there is a 7.6% mobility rate. Based on the most recent data, 46% of students are identified as EL and 4% are serviced under Special Education.

As a science magnet school, science specialists deliver instruction using the Five E instructional teaching model. Science specialists use a variety of best practices and high-yield instructional strategies to support the individual growth and development of every scholar. Science specialists also design and facilitate district-wide professional development and school-based, interactive science summer camps.

Professional development is ongoing at the campus level and is offered by the Principal, Assistant Principals, Teacher Specialist, Magnet Coordinator, School School Counselor, and identified teacher leaders through Career Pathways. Teachers also attend local, state, and national conferences to refine their practices.

Board Goals

Board 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR-The percentage of students meeting the "Masters Level" on the STAAR reading test will increase from 18% to 40%, the percentage of students meeting the "Meets Level" will increase from 40% to 60%, the percentage of students meeting the "Approaches Level" on the STAAR reading test will increase from 70% to 90% by the end of the 2021-2022 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase Renaissance Reading Screener "At/Above Grade Level" EOY for grades 2nd-5th from 40% to 70% Evaluation Data Sources: Ren360 reports, Tier II & III intervention, common assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide PD on Reading Mastery program. Provide guided reading staff development during PLCs and after school staff developments.

Strategy's Expected Result/Impact: September 2021-April 2022

Staff Responsible for Monitoring: Ghida Hijazi
 Erica Caldwell
 K-5th Reading Team

Action Steps: 1. Reading Mastery PD- plan/checklist
 2.Guided Reading PD
 3. Guided Reading binders- Tacking charts
 4. Coaching/Modeling

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Provide reading intervention during the school day to increase DLA Approaches % for grades 3rd-5th from 73% to 85% Evaluation Data Sources: Running records, snapshots, common assessments, benchmarks an STAAR results HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Tier II and tier III students will be pulled into small group by teachers, TA's, interventionists based on similar needs

Strategy's Expected Result/Impact: Bi-weekly

Staff Responsible for Monitoring: Ghida Hijazi
Erica Caldwell
ELA team

Action Steps: 1. Train the intervention assistance team
2. Create an RLA intervention schedule
3. Create a student data tracker/data folders

Title I Schoolwide Elements: 2.4, 2.5 - Targeted Support Strategy

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: K-5th grade students will complete weekly lessons with the program (Imagine Learning-Literacy). The number of passing lessons will increase from: 34% to 75% Evaluation Data Sources: Imagine Learning weekly reports Teacher intervention data Lesson plans HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Students will attend imagine learning (lab/cart) time with RLA teacher to complete identified lesson in alignment with district curriculum pacing and sequencing guide

Strategy's Expected Result/Impact: Weekly

Staff Responsible for Monitoring: Ghida Hijazi, Erica Caldwell
ELA team

Action Steps: Creat lab schedule
Track usage/passing percentages
Conference with students

Title I Schoolwide Elements: 2.6

Board Goal 2: 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH - The percentage of 3rd-5th grade students meeting the "Approaches Level" on the STAAR math test will increase from 72% to 95%, the percentage of students meeting the "Meets Level" will increase from 41% to 60%, and the percentage of students meeting the "Masters Level" will increase from 22% to 40% by the end of the 2021-2022 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of 1st - 4th-grade math teachers will implement Guided Math instruction at least twice a week. Evaluation Data Sources: Teacher Guided Math Notes Lesson Plans Walkthroughs Observations Appraisal Feedback Coaching Formative and summative assessments data HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Cornelius Elementary School Guided Math Essential Elements are being expanded to include 1st grade for the the 2021-2022 school year.

Strategy's Expected Result/Impact: Build the mathematical foundation early on.

Staff Responsible for Monitoring: Monica Rojas

Action Steps: 1. Guided Math Essential Elements
2. Guided Math Pre-Service Model Lesson
3. Guided Math Lead Teacher support
4. Guided Math District Trainings
5. Continuous support by content leader

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of 3rd-5th-grade math students will be individually tracked by math teachers using consistent and reliable assessment data. Evaluation Data Sources: Student individual and Class data tracker Teacher Grouping Grids Grade-level Data Digs District Snapshots, DLA, STAAR Practice BOY, MOY, EOY HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Campus wide Student Data Trackers were created for every student to track their data assessments and student-teacher conferences.

Strategy's Expected Result/Impact: Build a culture of accountability and ownership.

Staff Responsible for Monitoring: Classroom Teacher

Monica Rojas

Leadership Team

Action Steps: 1. Create Student Data Folders that meet the needs of the students and campus.





2. Set up Student Data Folders

3. Inform the campus during pre-service of the implementation and expectations

4. Distribute Student Data Folders

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Increase the percentage of K-5th grade math students completing weekly lessons with online program, Imagine Learning from 42% on 2020-2021 to 52% on 2021-2022. Evaluation Data Sources: Imagine Learning weekly report Teacher Intervention Data Lesson Plans HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Imagine Learning lab schedules and trackers.

Strategy's Expected Result/Impact: Provide additional and personalized support to students via the use of technology and blended learning.

Staff Responsible for Monitoring: Classroom Teacher

Monica Rojas

Leadership Team





- Action Steps:**
1. Create lab schedule
 2. Track Imagine Learning using
 3. Conference with students regarding progress

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy**

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: Increase Renaissance Math and Reading EOY Screener "At/Above Grade Level" for grades 2nd-5th from 44% to 74%





Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase Reading Renaissance EOY Screener "At/Above Grade Level" for grades 2nd-5th from 40% to 70% Evaluation Data Sources: R360 screener, small group intervention HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase Math Renaissance EOY Screener "At/Above Grade Level" for grades 2nd-5th from 48% to 78% Evaluation Data Sources: R360 screener, small group intervention	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: 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 the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: By the end of the 2021-2022 school year, the percent of students in Special Education who pass the STAAR test will increase from 32% to 40%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of our Special Populations will be tracked campus-wide in the data room and by each classroom teacher. Evaluation Data Sources: Teachers will track student progress after each district-wide assessment. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Model for teachers how to analyze assessment data, and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model. Evaluation Data Sources: Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create individualized student plans alongside teacher leaders. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Provide teacher PD on how to manage effective collaborative team meetings to identify student needs and plan for instruction and DDI model. Evaluation Data Sources: Instructional coaches will work biweekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: Additional Campus Goals

Goal 1: Attendance: Cornelius Elementary School will increase from 94.2% ADA to 95% ADA rating for the 2021-2022 school year.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Cornelius Elementary School will earn a 95% ADA rating for the 2021-2022 school year. Evaluation Data Sources: The campus Attendance Coordinator will monitor daily ADA and keep track of students with more than 3 absences.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implementation of Cornelius Elementary School 2021-2022 Attendance Plan

Strategy's Expected Result/Impact: Increase in student attendance and a decrease on chronic absences.

Staff Responsible for Monitoring: Homeroom Teacher
Campus Attendance Coordinator, Rosie Munivez
Attendance Clerk, Crystal Cerda
Leadership Team

Action Steps: 1. Classroom daily attendance tracker
2. Communication with parents
3. Communication with Campus Attendance Coordinator
4. Tracking of students with more than 3 absences
5. Attendance Contracts
6. Home visits

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Weekly incentive for grade level with 100% attendance. Evaluation Data Sources: The campus Attendance Coordinator will monitor daily ADA and keep track of students with more than 3 absences.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Implementation of Cornelius Elementary School 2021-2022 Attendance Plan

Strategy's Expected Result/Impact: Increase in student attendance and a decrease on chronic absences.

Staff Responsible for Monitoring: Homeroom Teacher
Campus Attendance Coordinator, Rosie Munivez
Attendance Clerk, Crystal Cerda
Leadership Team

- Action Steps:** 1. Make frequent call out to parents emphasizing the importance of attendance
 2. Celebrate when attendance rate increases
 3. Promote attendance and have incentives for students who have perfect attendance or have improved their attendance.
 4. Campus Attendance Coordinator will arrange for a weekly reward for the grade level with 100% attendance.

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Classroom incentives implemented by homeroom teacher for attendance. Evaluation Data Sources: Homeroom teachers will implement a "Perfect Attendance" incentive in their classroom for complete week with 100% attendance.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Homeroom Teacher will use a class daily attendance tracker.

Strategy's Expected Result/Impact: Create a culture of accountability and ownership.

Staff Responsible for Monitoring: Homeroom Teacher
 Campus Attendance Coordinator, Rosie Munivez
 Attendance Clerk, Crystal Cerda
 Leadership Team

- Action Steps:** 1. Pre-service training on Attendance Expectations and Flow Chart
 2. Implementation of Classroom Attendance Tracker
 3. Monitoring by Campus Attendance Coordinator
 4. Have a celebration for students with perfect attendance every 6-week cycle.
 5. Promote and have an end of year incentive for those students with perfect attendance and those who have improved their attendance.

Title I Schoolwide Elements: 2.5

Board Goal 5: Additional Campus Goals

Goal 2: Discipline

In the 2021-2022 school year, the number of disciplinary infractions and office referrals will decrease to 40 or less.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers will facilitate classroom restorative circles every week. Evaluation Data Sources: Restorative Circle Plans Walkthroughs Observations Discipline Referrals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Restorative Circles

Strategy's Expected Result/Impact: Develop relationships and build community

Staff Responsible for Monitoring: Counselor

Teachers

Leadership Team

Action Steps: 1. Restorative circle scripts will be created by School Counselor
2. Counselor will upload scripts to SharePoint
3. Teachers will lead students in restorative circle discussions every Monday morning

Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers and staff will implement Positive Behavior Interventions and Supports (PBIS) campus-wide. Evaluation Data Sources: Observations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: School-wide systems

Strategy's Expected Result/Impact: Improve student achievement, social and academic outcomes

Staff Responsible for Monitoring: Leadership Team

Classroom teachers





Support Staff

Action Steps: Teachers will utilize school-wide systems:

1. Behavior management chart
2. Cougar Bucks

3. Golden Tray & Golden Spatula
4. Dojo Points

Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students in each grade level will be identified to participate in targeted restorative circles weekly with School Counselor. Evaluation Data Sources: Sanford Harmony and Rethink Ed	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Social and Emotional Learning Support

Strategy's Expected Result/Impact: Improve student comprehension of their emotions, how to feel those emotions fully, and demonstrate empathy for others

Staff Responsible for Monitoring: School Counselor

Action Steps: 1. Grade level teams will identify 6-8 students in need of additional SEL support.
 2. School Counselor will facilitate weekly circles per grade level to address student needs.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

Board Goal 5: Additional Campus Goals

Goal 3: Violence Prevention

100% of teachers will participate in on-going PD for mandatory safety training.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Schedule Safety Training Evaluation Data Sources: 100% of teachers and staff will have completed Risk Management Safety and compliance safety trainings by the end of September 2021.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Safety Training

Strategy's Expected Result/Impact: Ensure a safe and secure environment for all students and staff.

Staff Responsible for Monitoring: Erica Caldwell

Action Steps: Faculty & staff will:

1. complete and implement safety trainings
2. implement strategies to proactively avoid safety issues and accidents

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers and staff will wear district identification badges. Evaluation Data Sources: 100% of teachers and staff are visibly wearing identification badges by September 2021	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: District Identification Badges

Strategy's Expected Result/Impact: To detect unauthorized visitors on campus

Staff Responsible for Monitoring: Leadership Team

Action Steps: Teachers will be given time during 2-week August pre-service to obtain badge at HISD office.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Conduct Mandatory Safety Drills Evaluation Data Sources: 100% participation in safety drills. Fire & Disaster Exit Drill Recordkeeping "The Yellow" Card"	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Safety Drills

Strategy's Expected Result/Impact: Increase staff and student knowledge and skills of how to respond in an emergency.

Staff Responsible for Monitoring: Erica Caldwell
Safety Team

Action Steps: Campus-wide safety drills will be conducted:

1. Monthly Fire Drills
2. Quarterly Intruder/Lockdown Drill
3. Quarterly Shelter-In-Place

Title I Schoolwide Elements: 2.5

Board Goal 5: Additional Campus Goals

Goal 4: Special Education

By the end of the 2021-2022 school year, the percent of students in Special Education who pass the STAAR test will increase from 32% to 40%.

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of students who qualify for Special Education services will receive accommodations based on their 504 Plan and/or their IEP plan(s). Evaluation Data Sources: During Weekly PLCs, teachers, leaders and SpED representatives will make sure students are receiving their required accommodations and services.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education chair will follow up with teachers during the weekly PLC meetings on what accommodations are being used for students. Chair will determine if the IEP or 504 plan need to be revisited.

Strategy's Expected Result/Impact: Improved our support to identified Special Education students

Staff Responsible for Monitoring: Maria Arzapala
Leadership Team

Action Steps: 1. Make sure Special Education students have been identified.
2. Special Education Teacher will create a schedule and service students.

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students identified as dyslexic will be serviced on a regular basis. Evaluation Data Sources: 100% of teachers will receive their students IEP/504 plans prior to the first day of school. IAT Meetings will be scheduled for Tier 2 and Tier 3 students at the end of the first grading cycle.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Campus Dyslexia Specialist will follow up with teachers on what accommodations are being used for students.

Strategy's Expected Result/Impact: Improve our support to identified dyslexia students

Staff Responsible for Monitoring: Maria Arzapala
Leadership Team

Action Steps: 1. Make sure dyslexia students have been identified.
2. Campus Dyslexia Specialist will create a schedule and service students.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of identified students will have measureable goals align with their IEP plans. Evaluation Data Sources: Students and teachers will monitor student progress to ensure the goals are met and aligned with IEP plans.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will have each student Special Education Individual Education Plan in a folder- using anecdotal notes to document and track growth from each goal set.

Strategy's Expected Result/Impact: Increased tracking and student accountability for learning and progress

Staff Responsible for Monitoring: Maria Arzapala

Classroom Teachers

Leadership Team

- Action Steps:**
1. Students will be identified.
 2. A tracking system will be used in class.
 3. Teachers will monitor and update students' progress.

Title I Schoolwide Elements: 2.6

Board Goal 5: Additional Campus Goals

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

By the end of the 2021-2022 school year, increase economically disadvantaged scores for all tests by 5% in the approaches level from 65% to 70%, increase SPED scores by 8% from 32% to 40% and increase ELs scores by 10% from 56% to 66%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of our Special Populations will be tracked campus-wide in the data room and by each classroom teacher. Evaluation Data Sources: Teachers will track student progress after each district wide assessment. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: School-wide Student Data Tracker.

Strategy's Expected Result/Impact: Students will track their data and take ownership of their learning.

Staff Responsible for Monitoring: Classroom Teacher
Instructional Coach
Leadership Team

Action Steps: 1. Track 100% of Special Population students campus-wide in campus data room.
2. Classroom teachers track 100% of their students using classroom data.
3. Teacher monitor students' progress

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Model for teachers how to analyze assessment data, and then plan for instruction; assist teachers in creating individualized instructional plans for all students according to RTI model. Evaluation Data Sources: Instructional coaches will provide opportunities for teachers to analyze data and plan for instruction and create individualized student plans alongside teacher leaders. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Conduct Data PLC.

Strategy's Expected Result/Impact: Empower teachers to analyze data and use it to drive instruction.

Staff Responsible for Monitoring: Data Specialist
Instructional Coach
Leadership Team

- Action Steps:** 1. Improve student achievement scores for SPED, ELs, and ED by providing teachers support around planning and using best practices through TIER I instruction and data analysis.
2. Provide continuous support through PLCs

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Provide teacher PD on how to manage effective collaborative team meetings to identify student needs and plan for instruction and DDI model. Evaluation Data Sources: Instructional coaches will work biweekly with PK-2nd grade and weekly with 3rd-5th grade and SPED teachers. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Provide PD opportunities.

Strategy's Expected Result/Impact: Empower teachers to analyze data and use it to drive instruction.

Staff Responsible for Monitoring: Data Specialist
Instructional Coach
Leadership Team

- Action Steps:** 1. IAT Coordinator facilitates coaching sessions during PLCs
2. Data Tracking & Assessment Specialist will facilitate OnTrack training and open-labs on how to run data reports and track students efficiently and effectively.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: Additional Campus Goals

Goal 6: Parent and Community Engagement

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Cornelius will continue to utilize the campus marquee, website, social media accounts, mailouts, newsletters, and face-to-face meetings to communicate information to all stakeholders, while constantly evaluating and adjusting these methods of communication. Evaluation Data Sources: Weekly folder communication	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Parents will be notified of upcoming meetings and campus events using school callouts, Class Dojo and Social Media.

Strategy's Expected Result/Impact: Increased parent interest and engagement during school events.

Staff Responsible for Monitoring: Teachers

Cornelius Staff Members

Campus Administration Team

Action Steps: Campus Liason will post and monitor social media posts

Title I Schoolwide Elements: 3.1





Strategy 2: Increased PTO membership (5% increase in membership each month)

Strategy's Expected Result/Impact: Leadership Team members and PTO President will meet monthly to discuss upcoming events and ideas for increasing parent involvement.

Staff Responsible for Monitoring: Campus Administrative Team

Action Steps: Partner with PTO to create quarterly PTO Membership drives to increase parent awareness and membership.

Title I Schoolwide Elements: 3.1, 3.2

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: A working school community partnership will be established with HISD FACE. Evaluation Data Sources: Leadership Team members and PTO president will meet with a representative of HISD FACE (Family and Community Engagement)department to strategize ways to better involve parents in school affairs	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Increase Parent Engagement with HISD FACE participating in campus-wide meetings such as Meet the Teacher, Open House, Pan Dulce with the Principal, and Title 1 Meetings.

Strategy's Expected Result/Impact: HISD Face builds relationships with family and community, links family events to students' learning, supports parents' advocacy, and

honors families' diversity.

Staff Responsible for Monitoring: Cornelius Elementary Staff Members
Campus Administration Team

Action Steps: Request for HISD Face to attend or participate in all campus-based Family Outreach activities.

Title I Schoolwide Elements: 3.1

Strategy 2: Create more opportunities for Parent and Family Engagement activities

Strategy's Expected Result/Impact: Monthly virtual parent meetings will be led by campus administration to provide communication, receive and respond to questions and concerns, and offer parent education.

Staff Responsible for Monitoring: Campus Administration Team

Action Steps: Schedule Monthly Principal Coffees, Campus Improvement Team Meetings , Grade Level Parent Center Meetings.

Title I Schoolwide Elements: 3.1, 3.2





Board Goal 5: 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 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Jessica Robinson Estimated number of students to be screened: 524 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	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
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, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Jessica Robinson Estimated number of students to be screened: 524 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
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, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Jessica Robinson Estimated number of students to be screened: 524 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.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
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, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Jessica Robinson Estimated number of students to be screened: 524 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
Measurable Objective 5: 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. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
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 2021-2022. Evaluation Data Sources: Person responsible: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, the rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
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: Kathryn Riggins, Alfonso Perez, Ron Harris, Jessica Robinson Number of AEDs on campus: 3	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: 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

Board Goal 5: Additional Campus Goals

Goal 9: 5th Grade Science Instruction: The percentage of students meeting the "Approaches Level" on the 5th Grade Science STAAR test will increase from 50% to 90% and the percentage of students meeting the "Meets Level" will increase from 18% to 60% and "Masters Level" will increase from 1% to 18% by the end of the 2021-2022 school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of the third-fifth grade teachers will be trained in the use of effective interactive science journals. Evaluation Data Sources: Evidence of proper use of science interactive journal/ students using interactive science journals	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Science specialists will train the teachers on the proper way to set-up interactive science journals.

Strategy's Expected Result/Impact: Utilizing Science Interactive journals teach students to organize and synthesize their thoughts, accommodate, multiple learning styles at one time in (and out of) the classroom, and students are building a portfolio that allows for teachers to track growth over time.

Staff Responsible for Monitoring: Science teachers
Science teacher specialists
Principal

Action Steps: Science specialists will train the teachers on the proper way to set up interactive science journals.
Science Specialist will provide training during Pre-Service and PLCs.

Title I Schoolwide Elements: 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 60% lab time and 40% instruction will be implemented for science instruction. Evaluation Data Sources: Weekly Lesson Plan checks to ensure those components are planned	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement the 5E lesson plan model where students have more opportunities to explore and engage in their learning

Strategy's Expected Result/Impact: Science teachers provide the best first instruction for all students. Through this process, they will emphasize opportunities to personalize learning. During this model, teachers carefully consider how the evidence collected or information obtained builds student understanding of a phenomenon or a design problem. This process creates opportunities for meaningful and deep learning across a learning sequence.

Staff Responsible for Monitoring: Science teachers
Science teacher specialists
Principal

Action Steps: The Science Specialist will provide staff development on the 5E model during preservice and continues during planning times throughout the year. Science

Specialists and Science teachers will ensure all students have interactive journals and are using the interactive journals during instruction and labs to document their findings during the explore and engage time.

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of 3rd-5th science teachers are trained on how to assign literature on STEAMScopes and Summit K-12 for upcoming science TEKS so that students are able to read about upcoming TEKS before they are taught to frontload vocabular.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div> </div>				

Strategy 1: Science Teachers will utilize STEAMScopes and Summit K-12 as a tool that students can use to read about upcoming science TEKS and become familiar with the vocabulary.

Staff Responsible for Monitoring: Science teachers
 Science teacher specialists
 Principal

Action Steps: Provide staff development on the use of STEAMScopes so that Science teachers can assign activities that target upcoming TEKS to frontload vocabulary and concepts.

Title I Schoolwide Elements: 2.5, 2.6

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Cornelius Elementary School Guided Math Essential Elements are being expanded to include 1st grade for the the 2021-2022 school year.
2	1	2	1	Campus wide Student Data Trackers were created for every student to track their data assessments and student-teacher conferences.
2	1	3	1	Imagine Learning lab schedules and trackers.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Provide PD on Reading Mastery program. Provide guided reading staff development during PLCs and after school staff developments.
1	1	2	1	Tier II and tier III students will be pulled into small group by teachers, TA's, interventionists based on similar needs
2	1	1	1	Cornelius Elementary School Guided Math Essential Elements are being expanded to include 1st grade for the the 2021-2022 school year.
2	1	2	1	Campus wide Student Data Trackers were created for every student to track their data assessments and student-teacher conferences.
2	1	3	1	Imagine Learning lab schedules and trackers.

State Compensatory

Budget for 133 Cornelius Elementary School

Total SCE Funds: \$130,857.53

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for 133 Cornelius Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Netro, Connie Saldivar	Teaching Assistant-10M	1
Pierre, Chelsey Celise	Tchr, Fourth Grade	1
Vacant	Lecturer, Hrly - Degreed	1
Wilson, Alicia J	Teaching Assistant-10M	1

Title I Schoolwide Elements

ELEMENT 1. SWP 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 our leadership team

We use Title I funds to pay for hourly teachers to provide Tier II and Tier III interventions, consumables for math, writing, and reading, library materials, tutoring materials and instructional supplies

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP 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. Regular SDMC committee meetings allow team members to meet about school issues to report input and suggestions. All parents and stakeholders are invited to participate in our committee meeting and SIP is also discussed in the monthly principal's meeting.

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 weekly PLC meetings and monthly content planning meetings

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

The SIP is available to parents in the following locations: on campus, in our student handbook, parent meetings, campus website and SDMC meetings

The SIP was made available to parents by: parent meetings and school newsletter

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. School wide intervention time for reading mastery/correction reading and focused math interventions
2. The ELA departmentalization will be implemented in 2nd-5th. Sheltered instruction will be provided during ESL instruction to show an increase in strong language skills for growth over time with native language support and development
3. Blended learning is being utilized to increase engagement and provide differentiated instruction and self-paced learning 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:

- Implementation of blended learning across all grade levels
- Targeted interventions for ALL students

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:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parents
- Community Members
- Teachers
- Cornelius Staff
- Campus Administrators

The PFE was distributed

- On the campus website

- Cornelius Social Media
- distributed to students via printout
- Virtual Parent Meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Partnership with HISD FACE
- Partnership with campus PTO
- Regular Parent Communication (homework folders, call-outs, Parent Newsletter and social media)
- Active recruitment for HISD VIPS program

3.2: 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 - September 14, 2021 9:00 am
- Meeting #1 Alternate - September 15, 2021 at 6:00 pm
- Meeting #2 - December 1, 2021 at 9:00 am
- Meeting #2 Alternate - December 2, 2021 at 6:00 pm
- Meeting #3 - January 26, 2022 at 9:00 am
- Meeting #3 Alternate - January 27, 2022 at 6:00 pm
- Meeting #4 - March 9, 2022, at 9:00 am
- Meeting #4 Alternate - March 10, 2022 at 6:00 pm

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Zaira Gomez	Principal
Administrator	Ghida Hijazi	Teacher Specialist
Administrator	Monica Rojas	Teacher Specialist
Non-classroom Professional	Lulu Reynaga	Wraparound Specialist
Classroom Teacher	Cathleen Sanchez	Teacher
Classroom Teacher	Omar Huerta	Teacher
Classroom Teacher	Anna Contreras	Teacher
Classroom Teacher	Dayana Marengo	Teacher
Classroom Teacher	Roshawn Hughes	Teacher
Non-classroom Professional	Natasha Putman	Magnet Coordinator
Parent	Toni Cervantes	Parent
Community Representative	Brianna Davis	Founder of Esperanza Tejas
Business Representative	Ignacio Cantu	Private bus owner
Non-classroom Professional	Rosie Munivez	Counselor
Parent	Evelyn Villarreal	Parent

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In-person	<ul style="list-style-type: none"> • State of the School <ul style="list-style-type: none"> ○ Data and Accountability • The Cornelius Way <ul style="list-style-type: none"> ○ Essential Elements • Staff Accountability <ul style="list-style-type: none"> ○ Organizational Chart ○ Staff Handbook • Attendance & PBIS • Dismissal Procedures 	<ul style="list-style-type: none"> • Data • Essential Elements • Staff Handbook • Attendance Flowchart • PBIS Flowchart • Arrival & Dismissal Protocol 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4 • Goal 5
Aug. 17	In-person	<ul style="list-style-type: none"> • Wraparound Services • ATM & Roses • Content Area PD 	<ul style="list-style-type: none"> • ATM & Roses representatives • Data • Essential Elements 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4 • Goal 5
Aug. 18	In-person	<ul style="list-style-type: none"> • Teacher Prep Day 	<ul style="list-style-type: none"> • None 	
Aug. 19	In-person	<ul style="list-style-type: none"> • District-wide PD <ul style="list-style-type: none"> ○ Academic PD ○ Reading Academy ○ Job-Alike ○ Pre-K 	<ul style="list-style-type: none"> • District PD links 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4 • Goal 5
Aug. 20	In-person	<ul style="list-style-type: none"> • Shelter Instruction • Content Planning • Compliance Courses 	<ul style="list-style-type: none"> • Shelter instruction documentation • Essential Elements • OneSource 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4 • Goal 5
Sept. 11	In-person	<ul style="list-style-type: none"> • Full Circle PD • Vontoure Learning PD 	<ul style="list-style-type: none"> • Snapshot blueprints • Lead4ward Resources 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4 • Goal 5
Sept. 17	In-person / Virtual	<ul style="list-style-type: none"> • HB4545 <ul style="list-style-type: none"> ○ Requirements ○ Plan 	<ul style="list-style-type: none"> • HB4545 Data • OneSource 	<ul style="list-style-type: none"> • Goal 1 • Goal 2 • Goal 4

		<ul style="list-style-type: none"> District courses 		<ul style="list-style-type: none"> Goal 5
Oct. 4	In-person	<ul style="list-style-type: none"> DDI <ul style="list-style-type: none"> Snapshot 1 Vertical Alignment 	<ul style="list-style-type: none"> BOY Data Snapshot Blueprints Planning Guides Pacing Calendars 	<ul style="list-style-type: none"> Goal 1 Goal 2 Goal 4 Goal 5
Feb. 21	In-person	<ul style="list-style-type: none"> DDI <ul style="list-style-type: none"> STAAR prep 	<ul style="list-style-type: none"> DLA Data Lead4ward Resources 	<ul style="list-style-type: none"> Goal 1 Goal 2 Goal 4 Goal 5

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

SIP APPROVAL 2021-2022


School Name and Campus Cornelius Elementary School- #133

#: Principal Name: Zaira Gomez

Area Office: ESO3

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 09/09/2021 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

9/9/21
Date

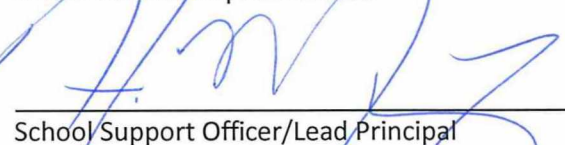
Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9/9/21
Date


SDMC Teacher Representative

09/09/21
Date


School Support Officer/Lead Principal

9/9/21
Date

Area Office Superintendent

Date

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

Date