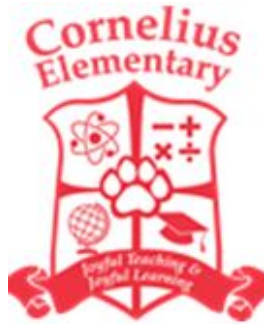


**Houston Independent School District**  
**133 Cornelius Elementary School**  
**2022-2023 Campus Improvement Plan**



# 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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# 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:** 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 by 18 percentage points from 42% to 60% from Spring 2022 to End of school year 2022-2023

**Strategic Priorities:**





Expanding Educational Opportunities

**Measurable Objective 1:** Increase Renaissance Reading Screener "At/Above Grade Level" EOY for grades 2nd-5th from 52% to 80%

**Evaluation Data Sources:** Ren360 reports, Tier II & III intervention, common assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide guided reading staff development during PLCs and after school staff developments. <b>Strategy's Expected Result/Impact:</b> Students will read at or above grade level <b>Staff Responsible for Monitoring:</b> K-5th RLA Team Ghida Hijazi Erica Caldwell <b>Action Steps:</b> 1. Guided Reading PD 2.Guided Reading binders- Tracking charts 3.Coaching/Modeling 4.Feedback  <b>Title I:</b> 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 2:** Provide reading intervention during the school day to achieve campus goal of 80% approaches, 60% meets, and 40% masters on TEA Interim Assessment

**Evaluation Data Sources:** Exit ticket/trackers, campus common assessments, running records

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Tier II and tier III students will be pulled into small group by teachers, TA's, interventionists based on similar needs  <b>Strategy's Expected Result/Impact:</b> Closing the learning gaps <b>Staff Responsible for Monitoring:</b> RLA Teachers Ghida Hijazi Erica Caldwell <b>Action Steps:</b> 1. Train the intervention assistance team 2. Create an RLA intervention schedule 3. Create a student data tracker/data folders for progress monitoring  <b>Title I:</b> 2.4, 2.6		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>					





**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: 40% to 70%

**Evaluation Data Sources:** Imagine Learning weekly reports

Teacher intervention data

Lesson plans

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will attend imagine learning (lab/cart) time with RLA teacher to complete identified lesson in alignment with district curriculum pacing and sequencing guide <b>Strategy's Expected Result/Impact:</b> Provide additional and personalized support to students via the use of technology and blended learning <b>Staff Responsible for Monitoring:</b> Ghida Hijazi Erica Caldwell <b>Action Steps:</b> Creat lab schedule Track usage/passing percentages Conference with students  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Goal 1: MATH -** The percentage of 3rd grade students meeting the "Meets Level" on the STAAR math test will increase from 53% to 60% by the end of the 2022-2023 school year.





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of 1st - 4th-grade math teachers will implement Guided Math instruction at least twice a week.

**Evaluation Data Sources:** 100% of 1st - 4th-grade math teachers will implement Guided Math instruction at least twice a week.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cornelius Elementary School Guided Math Essential Elements include 1st to 4th grade for the 2022-2023 school year. <b>Strategy's Expected Result/Impact:</b> Build the mathematical foundation early on. <b>Staff Responsible for Monitoring:</b> Teachers Interventionist - Budden Teacher Specialist - Caldwell Teacher Specialist - Rojas <b>Action Steps:</b> 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  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Measurable Objective 2:** 100% of 3rd 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

**HB3 Board Goal**





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus wide Student Data Trackers were created for every student to track their data assessments and student-teacher conferences. <b>Strategy's Expected Result/Impact:</b> Build a culture of accountability and ownership. <b>Staff Responsible for Monitoring:</b> Classroom Teacher Content Leader - Rojas Leadership Team <b>Action Steps:</b> 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  <b>Title I:</b> 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
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** 100% of 3rd grade students will complete a minimum of 90 minutes/3 lessons of Zearn Math.

**Evaluation Data Sources:** Zearn Math weekly report  
Teacher Intervention Data  
Lesson Plans

**HB3 Board Goal**



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Zearn Math lab schedules, cart rotation, and trackers. <b>Strategy's Expected Result/Impact:</b> Provide additional and personalized support to students via the use of technology and blended learning. <b>Staff Responsible for Monitoring:</b> Classroom Teacher Content Leader - Rojas Leadership Team <b>Action Steps:</b> 1. Create lab schedule 2. Track Zearn Math usage 3. Conference with students regarding progress  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 1: SCHOOL PROGRESS-** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase by 8 percentage points.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Increase Renaissance Reading EOY Screener "At/Above Grade Level" for grades 2nd-5th from 52% to 70%.





**Evaluation Data Sources:** R360 screener

Small group intervention

Classroom Goal and Tracker

Conference with Scholars

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be pulled into small group by teachers, TA's, interventionists based on similar needs for Reading <b>Strategy's Expected Result/Impact:</b> Bi-Weekly <b>Staff Responsible for Monitoring:</b> Ghida Hijazi Interventionist <b>Action Steps:</b> 1. Properly train interventionists and TA's to facilitate interventions 2. Create a schedule for each interventionist 3. Create a student data tracker  <b>Title I:</b> 2.4, 2.5	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Measurable Objective 2:** Increase Renaissance Math EOY Screener "At/Above Grade Level" for grades 2nd-5th from 73% to 85%.

**Evaluation Data Sources:** R360 screener

Small group intervention

Classroom Goal and Tracker

Conference with Scholars

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of students will spend 60 minutes a week on Imagine Learning Math and Literacy <b>Strategy's Expected Result/Impact:</b> Bi-Weekly <b>Staff Responsible for Monitoring:</b> Monica Rojas Interventionist <b>Action Steps:</b> 1. Create a laptop cart rotation schedule 2. Host a PD showing teachers how to pull reports 3. Track usage bi-weekly  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Measurable Objective 3: Increase both Reading and Math scores through campus assessments

**Evaluation Data Sources:** Small group intervention  
Classroom Goal and Tracker  
Conference with Scholars

#### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Tier II and III students will be invited to attend after school and Saturday tutorials <b>Strategy's Expected Result/Impact:</b> Monthly <b>Staff Responsible for Monitoring:</b> 1. Assign days for teachers to host tutorials 2. Create a rotating schedule 3. Invite students  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

**Goal 1:** By the end of the 2022-2023 school year, 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 Reading will increase from 14% to 30%

**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 data collected after campus common assessments and district assessments





**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teacher-student data conferences The teacher will assign students a magic number. Students will use their individual data folder to track progress and revisit the magic number after each assessment  <b>Strategy's Expected Result/Impact:</b> Students will goal-oriented and accountable for their growth <b>Staff Responsible for Monitoring:</b> Special education chairperson General Ed teacher <b>Action Steps:</b> 1.Create an individual student data folder 2. Create data trackers  <b>Title I:</b> 2.5		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**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**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Lead-Teachers will conduct data sessions to assist teachers in collecting and analyzing data and plan for instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use data to drive instruction and support their students' academic growth. <b>Staff Responsible for Monitoring:</b> IEC - L. Gutierrez CEOs M. Arzapala, SpEd Teacher R. Munivez, IAT Liason G. Hijazi, Teacher Specialist M. Rojas, Teacher Specialist <b>Action Steps:</b> 1. Identify students 2. Collect data 3. Analyze data 4. Plan 5. Implement 6. Re-evaluate  <b>Title I:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Instructional leaders will provide weekly emails for content planning. <b>Strategy's Expected Result/Impact:</b> Teachers will have an overview of what is expected the following week. <b>Staff Responsible for Monitoring:</b> E. Caldwell, Teacher Specialist	Formative			Summative
	Nov	Jan	Mar	June

N. Putman, Magnet Coordinator  
 G. Hijazi, Teacher Specialist  
 M. Rojas, Teacher Specialist  
**Action Steps:** 1. Identify team needs  
 2. Provide instructional overview  
 3. Provide instructional strategies



No Progress



Accomplished



Continue/Modify



Discontinue

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





**Goal 1:** Attendance: Cornelius Elementary will increase ADA from 95.3% to 97% for the 2022-2023 school year.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Cornelius Elementary will earn a 97% ADA rating for the 2022-2023 school year.

**Evaluation Data Sources:** The campus Attendance Coordinator will monitor daily ADA and keep track of students with more than 3 absences.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Attendance Plan <b>Strategy's Expected Result/Impact:</b> Increase student attendance and decrease chronic absences <b>Staff Responsible for Monitoring:</b> Homeroom Teacher Campus Attendance Coordinator, Ghida Hijazi Counselor, Rosie Munivez Wraparound Resource Specialist, Marilu Reynaga Attendance Clerk, Crystal Cerda Leadership Team <b>Action Steps:</b> 1. Classroom daily attendance tracker 2. Communication with parents 3. Communication with Campus Attendance Coordinator 5. Truancy Letters/Attendance Contracts 6. Home Visits  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement Attendance Plan for 2022-2023 school year <b>Strategy's Expected Result/Impact:</b> Increase in student attendance and decrease chronic absences <b>Staff Responsible for Monitoring:</b> Homeroom teacher Campus Attendance Coordinator, Ghida Hijazi School Counselor, Rosie Munivez Wraparound Resource Specialist, Marilu Reynaga Leadership Team <b>Action Steps:</b> 1. Parent communication regarding the importance of attendance 2. Celebrate attendance rate increases 3. Incentives for perfect attendance and/or improved attendance 4. Campus Attendance Coordinator will arrange for a weekly reward for classes with 100% attendance for the week.  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 3:** Teachers will implement a visible daily attendance tracker in the classroom.

**Evaluation Data Sources:** Classroom teachers will post a visible attendance tracker for students

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Homeroom teacher will use a daily attendance tracker <b>Strategy's Expected Result/Impact:</b> Create a culture of accountability and ownership <b>Staff Responsible for Monitoring:</b> Homeroom Teacher Campus Attendance Coordinator, Ghida Hijazi Attendance Clerk, Crystal Cerda Leadership Team <b>Action Steps:</b> 1. Preservice training about attendance expectations and flow chart 2. Implement class attendance tracker 3. Monitoring by Campus Attendance Coordinator 4. Celebration for students with perfect attendance every 6-week cycle 5. Promote and have an end of year incentive for students with perfect attendance  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				



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





**Goal 2:** Discipline: The number of disciplinary infractions and office referrals will decrease to 30 or less in the 2022-2023 school year.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of teachers will facilitate classroom community circles every week.

**Evaluation Data Sources:** Community Circle Plans, Walkthroughs, Discipline Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Community Circles <b>Strategy's Expected Result/Impact:</b> Develop relationships and build community <b>Staff Responsible for Monitoring:</b> Homeroom teacher School Counselor, Rosie Munivez Leadership Team <b>Action Steps:</b> 1. Community Circle scripts will be created by the School Counselor 2. Counselor will upload scripts to SharePoint 3. Teachers will lead students in Community Circles discussions every Monday morning  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** 100% of teachers and staff implement Positive Behavior Interventions and Supports (PBIS) campus-wide.

**Evaluation Data Sources:** Observations

Strategy 1 Details	Reviews			
<b>Strategy 1: School-wide Systems</b> <b>Strategy's Expected Result/Impact:</b> Improve student achievement and social and academic outcomes <b>Staff Responsible for Monitoring:</b> Leadership Team Classroom Teachers Support Staff <b>Action Steps:</b> Teachers will utilize school-wide systems: 1. Behavior Management Chart 2. Cougar Bucks 3. Golden Tray and Golden Spatula 4. Dojo Points  <b>Title I:</b> 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 3:** Students in each grade level will be identified to participate in targeted restorative circles on a weekly basis with School Counselor.

**Evaluation Data Sources:** Sanford Harmony and Rethink Ed

Strategy 1 Details	Reviews			
<b>Strategy 1: Social and Emotional Learning Support</b> <b>Strategy's Expected Result/Impact:</b> Improve emotional awareness in students <b>Staff Responsible for Monitoring:</b> School Counselor <b>Action Steps:</b> 1. Grade level teams will identify 6-8 students in need of additional Social and Emotional Learning support  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





**Goal 3:** Violence prevention: 100% of teachers and staff will participate in on-going professional development for mandatory safety training.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being





### Measurable Objective 1: Schedule Safety Training

**Evaluation Data Sources:** 100% pf teachers and staff will have complete Risk Management Safety and Compliance safety trainings by the September 30, 2022.

Strategy 1 Details	Reviews			
<b>Strategy 1: Safety Training</b> <b>Strategy's Expected Result/Impact:</b> Ensure a safe and secure environment for all students and staff <b>Staff Responsible for Monitoring:</b> Campus Safety Captain, Erica Caldwell <b>Action Steps:</b> All Faculty and Staff will: 1. Complete and implement safety trainings 2. Implement strategies to proactively avavoid safety issues and accidents  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





### Measurable Objective 2: 100% of Teachers and Staff will wear District Identifications badges

**Evaluation Data Sources:** 100% of teachers and staff will have and visibly wear identification badges by September 30, 2022.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District identification Badges <b>Strategy's Expected Result/Impact:</b> To detect unauthorized visitors on campus <b>Staff Responsible for Monitoring:</b> Leadership team <b>Action Steps:</b> Teachers will be given time during the 2-week August preservice to obtain a district badge  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 3: Conduct mandatory Safety Drills

**Evaluation Data Sources:** 100% participation in Safety Drills; Fire & Disaster Exit Drill recordkeeping.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Safety Drills <b>Strategy's Expected Result/Impact:</b> Increase staff and student knowledge reagrding how to respond in an emergency. <b>Staff Responsible for Monitoring:</b> Campus Saftey Campus, Erica Cladwell Safety Team <b>Action Steps:</b> Campus-wide safety drills: Monthly fire drills Quarterly intruder/Lockdown Drill Quarterly Shelter-in-Place Drill  <b>Title I:</b> 2.5	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 2022-2023 school year, the percent of Special Education students who pass the STAAR test will increase from 14% to 30%





**Measurable Objective 1:** 100% of students who qualify for Special Education services will receive accommodation based on their Individualized Education Program (IEP)

**Evaluation Data Sources:** During Professional Learning Community (PLC) meetings, teachers, leaders, and SPED chair will ensure that students are receiving their required accommodations and services.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Special Education chair will follow up with teachers during PLC meeting regarding student accommodations. SPED chair will determine if the IEP plan should be revisited. <b>Strategy's Expected Result/Impact:</b> Improved support to identify Special Education Services <b>Staff Responsible for Monitoring:</b> Special Education Chairperson, Maria Arzapla <b>Action Steps:</b> 1. Ensure that Special Education students have been identified 2. Special Education Teacher will create a schedule and service students  <b>Title I:</b> 2.5, 2.6				
<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>				





**Measurable Objective 2:** 100% of Students identified with Dyslexia will have mandated services and accommodations on a consistent basis.

**Evaluation Data Sources:** 100% of teachers will receive student IEP and/or 504 accommodations plans prior to the first day of school.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Dyslexia Specialist will communicate with teachers regularly regarding the effectiveness of accommodations. <b>Strategy's Expected Result/Impact:</b> Improve support for Dyslexia students <b>Staff Responsible for Monitoring:</b> Special Education Chair, Maria Arzapala Classroom Teachers Leadership Team <b>Action Steps:</b> 1. Students will be identified 2. A tracking system will be used in class 3. Teachers will monitor student progress  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** 100% of Special Education students will have measurable goals aligned with their IEP goals

**Evaluation Data Sources:** Students and teachers will monitor student progress to ensure goals are met and are aligned with IEP.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will track student growth using anecdotal notes to ensure that progress is aligned with their IEP. <b>Strategy's Expected Result/Impact:</b> Increased tracking and student accountability for learning and progress <b>Staff Responsible for Monitoring:</b> Special Education Chair, Maria Arzapala Classroom Teachers Leadership Team <b>Action Steps:</b> 1. Students will be identified 2. A tracking system will be used in class 3. Teachers will monitor student progress  <b>Title I:</b> 2.6	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.





By the end of the 2022-2023 school year, economically disadvantaged scores will increase from 54% to 60%, SPED scores will increase from 14% to 30%, and EL scores will increase from 47% to 57%.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach





**Measurable Objective 1:** 100% of our Special Populations will be tracked in the data room and by each classroom teacher.

**Evaluation Data Sources:** Teachers will track student progress after each district-wide assessment

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Campus-wide Student Data tracker <b>Strategy's Expected Result/Impact:</b> Students will track their own data and take ownership of their progress <b>Staff Responsible for Monitoring:</b> Classroom teacher Instructional Coach Leadership Team <b>Action Steps:</b> 1. Track 100% of Special Population students in the campus data room. 2. Classroom teachers track 100% of their students using classroom data. 3. Teacher monitor students' progress  <b>Title I:</b> 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 2:** Model how to analyze assessment data and use that data to 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, plan for instruction and create individualized plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct PLC focusing on Data <b>Strategy's Expected Result/Impact:</b> Empower teachers to analyze data and use it to drive instruction <b>Staff Responsible for Monitoring:</b> Data Specialist Instructional Coach Leadership Team <b>Action Steps:</b> 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  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** Provide professional development for teachers about managing 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 and weekly with 3rd-5th and SPED teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities for Professional Development <b>Strategy's Expected Result/Impact:</b> Empower teachers to analyze data and use it to drive instruction. <b>Staff Responsible for Monitoring:</b> Data Specialist Instructional Coach Leadership Team <b>Action Steps:</b> 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.  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				



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





**Goal 6:** Cornelius will earn the Diamond status for Family and Community Engagement during the 2022-2023 school year.

### Strategic Priorities:

Increasing Organizational Efficiency

**Measurable Objective 1:** Cornelius will continue to utilize various forms of media to communicate information to all stakeholders as well as evaluate and adjust these methods.

**Evaluation Data Sources:** Weekly Wednesday Folder, Campus marquee, school website, social media accounts, newsletters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Parents will be notified of upcoming meetings and campus events using school callouts, ClassDojo, and Social Media. <b>Strategy's Expected Result/Impact:</b> Increased parent interest and engagement during school events <b>Staff Responsible for Monitoring:</b> Teachers Cornelius Staff members Campus Leadership Team <b>Action Steps:</b> Campus Liaison will post and monitor social media posts  <b>Title I:</b> 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** A school community partnership will be established with the Districts Family and Community Engagement (FACE) program.

**Evaluation Data Sources:** Campus Parent Liaison will meet with FACE Specialist to strategize ways to continue being a Family Friendly Campus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase Parent Engagement with FACE by participating in campus-wide meetings <b>Strategy's Expected Result/Impact:</b> FACE assists in building relationships with families and communities, links family event to student's learning, supports parents' advocacy, and honors familial diversity. <b>Staff Responsible for Monitoring:</b> Campus Parent Liaison Campus Administration Team <b>Action Steps:</b> Request for FACE Specialist to attend or participate in all campus-based Family Outreach activities.  <b>Title I:</b> 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create opportunities for Parent and Family Engagement activities <b>Strategy's Expected Result/Impact:</b> Monthly parent meetings will be led by campus administration or FACE Specialist to provide communication, receive and respond to questions and concerns, and offer parent education. <b>Staff Responsible for Monitoring:</b> Campus Parent Liaison Leadership Team <b>Action Steps:</b> Schedule monthly Principal/Parent meetings, Campus improvement team meetings, grade level parent meetings  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

### Goal 7: Mandated Health Services:





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

#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being





**Measurable Objective 1:** Immunization monitoring, data entry and state reporting requirements will be completed by a certified school by October 30, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by School Nurse: Jakelyn Alfaro

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Nurse will coordinate with Wraparound Specialist to boost communication and expand outreach to parents. <b>Strategy's Expected Result/Impact:</b> Nurse will receive immunization records and log in student records. <b>Staff Responsible for Monitoring:</b> Nurse, Jakelyn Alfaro <b>Action Steps:</b> 1. Coordinate with Wraparound Specialist 2. Communicate with parents 3. Log in record				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5 will be completed by a certified school nurse or screener on or before December 17, 2022.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by School Nurse: Jakelyn Alfaro

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Nurse will coordinate two yearly vision and hearing screening field-trips. <b>Strategy's Expected Result/Impact:</b> Provide students with resources if needed. <b>Staff Responsible for Monitoring:</b> Nurse, Jakelyn Alfaro Classroom Teachers <b>Action Steps:</b> 1. Classroom teachers identify students 2. Parent communication 3. Students are screened 4. Vision and hearing devices provided if needed		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





**Measurable Objective 3:** Hearing Screening at Grades PK, K, 1, 3, 5 will be completed by a certified school nurse or screener on or before December 17, 2022.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by School Nurse: Jakelyn Alfaro

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Nurse will coordinate two yearly vision and hearing screening field-trips. <b>Strategy's Expected Result/Impact:</b> Provide students with resources if needed. <b>Staff Responsible for Monitoring:</b> School Nurse, Jakelyn Alfaro Classroom teachers <b>Action Steps:</b> 1. Classroom teachers identify students 2. Parent communication 3. Students are screened 4. Vision and hearing devices provided if needed		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

**Measurable Objective 4:** Type 2 Diabetes Screening at Grades 1, 3, & 5 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: Jakelyn Alfaro

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nurse will complete diabetes screening of grade 1, 3, and 5 students. <b>Strategy's Expected Result/Impact:</b> Nurse will identify students with signs of diabetes. <b>Staff Responsible for Monitoring:</b> Nurse Jakelyn Alfaro <b>Action Steps:</b> 1. Create a schedule 2. Screen students 3. Identify students 4. Communicate with parents	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

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

**Measurable Objective 1:** 100% of students will participate in physical education class at least once a week.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> PE coaches will plan and facilitate cohesive and structured PE lessons. <b>Strategy's Expected Result/Impact:</b> Student will engage in regular physical movement. <b>Staff Responsible for Monitoring:</b> Coach Quintana, Coach Harris Leadership team <b>Action Steps:</b> 1. Create master schedule 2. Design lessons that align with PE curriculum  <b>Title I:</b> 2.6				
<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>				

**Measurable Objective 2:** Teachers will host after school clubs such as Dance and Cheer.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 1:</b> Dance and Cheer team will meet once a week to practice and perform in special events (basketball/soccer games). <b>Strategy's Expected Result/Impact:</b> Students will engage in extra curricular activities that will provide opportunities for physical movement. <b>Staff Responsible for Monitoring:</b> Leadership Team <b>Action Steps:</b> 1.Nominate teachers 2. Create a rotating schedule  <b>Title I:</b> 2.6				
<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>				

**Measurable Objective 3:** Physical education coaches will conduct wellness checks at least twice a year.

**Evaluation Data Sources:** Coaches will conduct physical checks per grade level.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Coaches will incorporate total physical response to all their lessons. <b>Strategy's Expected Result/Impact:</b> Increase student physical activity. <b>Staff Responsible for Monitoring:</b> Coach Quintana Coach Harris <b>Action Steps:</b> Create lessons that incorporate total physical response. Schedule physical check for each grade level.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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

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



# State Compensatory

## Budget for 133 Cornelius Elementary School

**Total SCE Funds:** \$4,521.00

**Total FTEs Funded by SCE:** 0

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

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# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maggie Farra	4th Grade Teacher	Tittle 1	Y
Patricia Carranza	Third Grade	Tittle 1	Yes

# 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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## 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 #: Cornelius ES

Principal Name: Zaira Gomez

School 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 10/12/22, as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

  
Principal

9/30/22  
Date

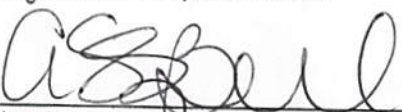
*Signatures below indicate review and approval of this document.*

  
PTO/PTA or other Parent Representative

9/30/2022  
Date

  
SDMC Teacher Representative

9/30/2022  
Date

  
School Support Officer/Lead Principal

9/30/22  
Date

  
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