

Houston Independent School District

483 Mark White Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness



Mission Statement

Our mission statement is as follows:

In regards to ACADEMICS, we exist to differentiate learning and nurture students.
In regards to EXPECTATIONS, we exist to provide clear and consistent expectations.
In regards to COMMUNITY, we exist to care and grow.
In regards to MASTERY, we exist to be the best that we can be.

Vision

or the 2022-2023 school year, Mark White Elementary is focusing on the area of Academics from our mission statement. Within the area of Academics, we are focusing on the following:

Quality Tier 1 Instruction:

- Utilization of daily exit tickets to track mastery
- We will utilize the Daily 5 and Daily 3 in all Kindergarten-5th grade classrooms
- We will focus on small group instruction during our literacy and math blocks.
- We will focus on writing aligned lesson plans, beginning with clearly stated lesson objectives.

Quality Intervention Instruction:

- We will implement a school wide 30 minute intervention block in Kindergarten-5th grade.
- We will vertically align the intervention block across all grade levels.

Quality Data Analysis and Planning

- We will increase our use of PLCs on a weekly basis.
- We will utilize tri-weekly common assessments.
- We will utilize DDI protocols with fidelity.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

For the 2022-2023 school year, Mark White Elementary is focusing on the area of Academics from our mission statement. Within the area of Academics, we are focusing on the following:

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Quality Data Analysis and Planning

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- We will utilize DDI protocols with fidelity.

Demographics

Demographics Summary

Mark White Elementary is a PK-5th grade campus and was built as part of the 2012 bond program and began its inaugural year in August 2016. It was built in West Houston as a relief school to reduce overcrowding at four surrounding campuses: Briargrove, Piney Point, Emerson, and Pilgrim. In addition, it was built to house the first public French Immersion Dual Language program in the district and within the state of Texas. Mark White Elementary is a non-zoned school. All students attending the school have received a Boundary Option transfer, Language (Special Program) transfer, or Capped transfer in order to attend. Transfers are granted to students interested in participating the French or Spanish Dual Language Program or who live within the four surrounding school zones. The projected enrollment for Mark White Elementary for the 2022-2023 school year is 632. For the 2022-2023 school year, the French Dual Language Immersion program will extend to 5th grade. The ultimate goal of the program is to produce students who are language proficient in French and English. In addition, we offer Spanish Bilingual programs in 2nd-3rd grade and ESL in all grade levels. For the 2022-2023 school year we have also added a Spanish Dual Language program in Pre-Kindergarten-1st grade. The student body at Mark White Elementary is truly international. Students in attendance come from all over the world and speak a variety of home languages. The cultural diversity of the school, along with an emphasis on multi-language development, make it a perfect place for the development of globally minded students. The global graduate profile is emphasized in the classroom and through the building in the behavioral expectations of students.

Below are the 2021-2022 demographics for Mark White Elementary in comparison to the 2020-2021 school year.

	2020-2021	2021-2022
Enrollment	630	649
Ethnicity		
<i>Asian</i>	87	75
	14%	12%
<i>Black</i>	128	155
	20%	24%
<i>Hispanic</i>	261	262
	41%	40%
<i>American Indian</i>	4	5
	1%	1%
<i>Pacific Islander</i>	1	1
<i>Two or More</i>	18	20
	3%	3%
<i>White</i>	131	129
	21%	20%
Econ. Disadv.	469	473
	72%	73%
ELL	305	327
	48%	50%
Special Education	59	29
	9%	4%
Attendance	94.32%	92%

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Student attendance dropped by 2%. **Root Cause:** Students continued to be absent due to pandemic. Students did not follow up with online learning if available. Clear systems were not in place to monitor attendance

Student Learning

Student Learning Summary

Our TEA Accountability for the 2021-2022 school year was a B with 3 distinctions: ELA/Reading, Math, and PostSecondary Readiness.

The charts below provide an overview of the student learning achievements at Mark White Elementary during the 2021-2022 school year.

	Scaled	Rating
Overall	82	B
Student Achievement	73	C
STAAR Performance	73	
School Progress	83	B
Academic Growth	83	B
Relative Performance	79	C
Closing the Gaps	78	C

OVERALL

2018-2019		2021-2022	
Approaches	74%	Approaches	62%
Meets	45%	Meets	40%
Masters	24%	Masters	25%

Math-3rd Grade

2018-2019		2021-2022	
Approaches	69%	Approaches	62%
Meets	39%	Meets	40%
Masters	21%	Masters	25%

Math-4th Grade

2018-2019		2021-2022	
Approaches	77%	Approaches	48%
Meets	46%	Meets	25%
Masters	25%	Masters	15%

Math-5th Grade

2018-2019		2021-2022	
Approaches	85%	Approaches	66%
Meets	58%	Meets	49%
Masters	38%	Masters	32%

Reading-3rd Grade			
2018-2019		2021-2022	
Approaches	68%	Approaches	68%
Meets	36%	Meets	53%
Masters	22%	Masters	35%

Reading-4th Grade			
2018-2019		2021-2022	
Approaches	74%	Approaches	59%
Meets	38%	Meets	37%
Masters	16%	Masters	25%

Reading-5th Grade			
2018-2019		2021-2022	
Approaches	86%	Approaches	74%
Meets	62%	Meets	57%
Masters	36%	Masters	41%

Achievement Targets			
2018-2019		2021-2022	
Met Targets	10 out of 18	Component	9 out of 18
TELPAS			
2018-2019		2021-2022	
Met Progress	68%	Met Progress	38%

Student Learning Strengths

The Student Learning Strengths at Mark White Elementary for 2021-2022 are as follows:

- The approaches, meets and masters percentages for Reading showed less of a decrease than Math.
- 3rd Grade meets category in Reading was above 50%.
- 5th Grade meets category in Reading was above 50%.
- The masters category increased in Reading for all grade levels.
- Over 80% of students were able to meet growth goals.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The percentage of students at the approaches, meets, and masters level as measured by STAAR in 2022, decreased overall. **Root Cause:** Students are struggling with basic foundational skills in computation and comprehension.

School Processes & Programs

School Processes & Programs Summary

The programs and processes at Mark White Elementary are as follows.

Instructional, Curricular Programs

- **ESL** classes at each grade level.
 - 1 ESL class per grade level-Pre-Kindergarten, Kindergarten, 1st grade
 - 2 ESL classes per grade level-2nd-4th grade.
 - 3 ESL classes per grade level-5th grade.
- **French Dual Language Immersion** classes at each grade level.
 - 2 French Dual Language Immersion classes-Pre-Kindergarten-2nd grade.
 - 1 French Dual Language Immersion class-3rd-5th grade.
- **Spanish Dual Language and Bilingual** classes.
 - 1 Spanish Dual Language class-Pre-Kindergarten, Kindergarten, and 1st Grade
 - 1 Spanish Bilingual-2nd-3rd grade.
- **Enrichment**
 - Art
 - PE
 - Science Lab
 - Computer Lab
 - Library
- **Intervention**
 - Master Schedule with intervention block.
 - Literacy Now program for 1st and 2nd grade.
 - Imagine Learning during Library and Computer Lab.
 - Reading Interventionist pull-out-3rd-5th grade.

Organizational

- **Administrative**-Principal, Assistant Principal, Instructional Coordinator, Interventionist/Coach-ELAR, Interventionist/Coach-Math
- **Student Support**-Counselor, WrapAround Specialist, Interventionist
- **Retention and Support**-
 - Campus Induction Coordinator
 - Instructional Coaches
 - Weekly PLCs
 - Monthly new teacher meetings
 - Assigned mentors

School Processes & Programs Strengths

Our school process and programs strengths are:

- Continued expansion of our language programs-we opened a 1st grade Spanish Dual Language program and continued expansion of our French Dual Language program.
- New Administrative Team, including Assistant Principal and two Interventionist/Coach positions
- Master schedule is built to include a 30 minute intervention block.
- Only 3 first year teachers.
- We have a variety of intervention programs for our students.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Teachers were not using an effective system for monitoring student mastery. **Root Cause:** Teachers were not utilizing exit tickets on a daily basis.

Perceptions

Perceptions Summary

Mark White Elementary Mission Statement

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In regards to EXPECTATIONS, we exist to provide clear and consistent expectations.

In regards to COMMUNITY, we exist to care and grow.

In regards to MASTERY, we exist to be the best that we can be.

For the 2022-2023 school year, Mark White Elementary is focusing on the area of Academics from our mission statement. Within the area of Academics, we are focusing on the following:

Quality Tier 1 Instruction:

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Quality Data Analysis and Planning

- We will increase our use of PLCs on a weekly basis.
- We will utilize tri-weekly common assessments.
- We will utilize DDI protocols with fidelity.

Perceptions Strengths

The perception strengths for Mark White Elementary are as follows:

- We have a clear mission and vision for instruction at Mark White Elementary.
- Teachers are focused on building relationships with students in order to build trust so students can learn. This is necessary due to the number of students who are language learners and who have some level of trauma. We have begun cultural competency training.
- We have a strong communication system. We communicate with parents and teachers weekly through the following:
 - MWE Weekly Update site for parents.
 - MWE Weekly Video for students.

- All teachers work to connect parents via Dojo.
- Faculty and Staff site to communicate school happenings and expectations.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: We need to implement behavior management systems to allow focus on instruction. **Root Cause:** Many times behavior concerns draw focus away from instruction.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 to 55%.




Strategic Priorities:









Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of teachers will conduct an intervention block and small group instruction

Evaluation Data Sources: Master Schedule, Walkthroughs, Observations, Lesson Plans

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Intervention/ Pup Time in master schedule. Strategy's Expected Result/Impact: Students will show growth in their independent reading level and with their mastery of specific TEKS. Staff Responsible for Monitoring: Grade level Reading Teachers, Interventionists, Administration Action Steps: Planning, access to guided reading library, assessing students accurately (DRA) and using the data to drive instruction, professional development for teachers who are new to guided reading/ small group instruction, consistency with grouping and with their intervention teacher. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: All ELA teachers will incorporate the Daily 5 and Literacy by 3 every day. Strategy's Expected Result/Impact: Students will show growth in their independent reading level. Staff Responsible for Monitoring: Classroom Teachers, Administration Action Steps: Classroom Expectation Checklist, Classroom Libraries, First 15 Days of Reading Instruction, collaborative planning with teams Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Tier 3 students will participate in intervention weekly. Strategy's Expected Result/Impact: Tier 3 students move up at least 1 tier by the end of year based on Ren360 data. Staff Responsible for Monitoring: Grade level Reading Teachers, Interventionists, Administration Action Steps: Creation and implementation of intervention block, progress monitoring of all Tier 2 and 3 Students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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




Goal 1: 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 to 55%









Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100 % of students will participate in intervention block for math at least 3 times a week and receive needs based Tier 1 math instruction.

Evaluation Data Sources: Ren360 data, common assessment data, lesson plans, classroom schedules.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All math teachers will incorporate daily intervention during the intervention block on Monday, Wednesday, and Friday.</p> <p>Strategy's Expected Result/Impact: Increase in students' math performance as shown through increase in Ren360 scale score and meeting STAAR growth goals.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Interventionists, Administration</p> <p>Action Steps: Creation of master schedule, implementation of intervention block school wide.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials</p>				

Strategy 2 Details	Reviews			
Strategy 2: All math teachers will utilize daily exit tickets to assess mastery and plan for further intervention. Strategy's Expected Result/Impact: Increase performance on daily exit tickets, Ren360, and common assessments. Staff Responsible for Monitoring: Classroom teachers, Administration, Interventionists Action Steps: PD surrounding exit tickets, creation of a daily exit ticket tracker, sharing of exit tickets at PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: 100% of math teachers will participate in content based PLCs on a bi-weekly basis. Strategy's Expected Result/Impact: Increase performance on daily exit tickets, Ren360, and common assessments. Staff Responsible for Monitoring: Classroom teachers, Administration, Interventionists Action Steps: 6 week planning days for Tier 1 instruction, weekly administration meeting to plan for content PLCs, bi-weekly PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	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: Students at Mark White Elementary will show growth in Approaches category by 13%, Meets by 15%, and Masters by 10% as measured by the 2023 STAAR assessment in the areas of Reading and Math.





Strategic Priorities:







Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of teachers will effectively plan for Tier 1 and intervention instruction.

Evaluation Data Sources: Ren360, common assessment data, STAAR release data, district assessment data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will utilize daily exit tickets. Strategy's Expected Result/Impact: Increased performance on common assessments, students meeting growth goals. Staff Responsible for Monitoring: Classroom teachers, Administrators Action Steps: Training on use of exit tickets, planning for exit tickets, sharing exit tickets in PLCs. Title I: 2.4, 2.5, 2.6 Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will utilize a Focus Wall to post daily objectives using TEK, TASK, PRODUCT. Strategy's Expected Result/Impact: Delivery of Tier 1 instruction will be aligned. Staff Responsible for Monitoring: Administrators, Teachers Action Steps: Training in objective writing and focus wall expectations, monitoring by administrative team, practice writing objectives in PLC. Title I: 2.4, 2.5, 2.6 Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will submit weekly lesson plans for review by administrative team. Strategy's Expected Result/Impact: Tier 1 and intervention lesson plans show alignment. Staff Responsible for Monitoring: Administrators, Classroom Teachers Action Steps: Creation of lesson plan template, weekly checks, lesson plan tracker Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize DDI protocols to plan for Tier I and Intervention instruction. Strategy's Expected Result/Impact: Teachers will plan for student needs based on data. Teachers will be able to address gaps in learning to improve student performance. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionists Action Steps: Train teachers in DDI protocol, utilize OnTrack data, plan for whole group and small group instruction based on data in PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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







Goal 1: The percentage of special education students who reach Meets on the 2023 STAAR test will increase to 40%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all Special Education students will receive quality Tier 1 and intervention instruction.

Evaluation Data Sources: Lesson plans, posted objectives, exit ticket trackers, common assessment data, district assessment data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize daily exit tickets with Special Education students. Strategy's Expected Result/Impact: Increased performance on common assessments, students meeting growth goals. Staff Responsible for Monitoring: Classroom Teachers (General Education and Special Education), Administrators Action Steps: Training on use of exit tickets, planning for exit tickets, sharing exit tickets in PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Tier 2 and Tier 3 special education students will receive intervention and after school tutorials. Strategy's Expected Result/Impact: Increased achievement and growth in Ren360, common assessments, exit tickets, and district assessments. Staff Responsible for Monitoring: General and Special Education teachers, Administrators, Interventionists. Action Steps: Using exit ticket trackers, planning for intervention and after school tutorials based on data analysis. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

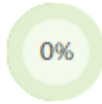

Goal 1: ATTENDANCE-For the 2022-2023 school year, the average daily attendance (ADA) rate will increase from 92% to 95%.

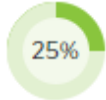




Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of homeroom teachers will contact students who are absent daily.

Evaluation Data Sources: A4E, PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: Administration will utilize a Master Data Tracker to communicate absences to teachers, counselor, and WrapAround Strategy's Expected Result/Impact: Students and parents will be contacted in a timely manner when absent. Staff Responsible for Monitoring: Administration, Registrar, Teachers, Counselor, WrapAround Action Steps: Creation of Master Data Tracker, daily phone calls. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will take daily attendance and communicate with the parents of absent students. Strategy's Expected Result/Impact: Increased communication between teachers and parents will result in increased attendance rates. Staff Responsible for Monitoring: Homeroom teachers Action Steps: Teachers take attendance at 9:30 daily. Teachers will reach out to absent students within 24 hours Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: Counselor and WrapAround Specialist will meet with every parent of a student whose attendance falls below 95%. Strategy's Expected Result/Impact: Students will be in attendance 95% of the time. Staff Responsible for Monitoring: Counselor, WrapAround Action Steps: Monitoring attendance daily, creation of schedule for parent meetings, meeting with parents. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE-Office referrals will be reduced by 20% from 2021-2022 school year.

Measurable Objective 1: 85% of students experiencing behavioral and emotional challenges have access to adequate counseling , preventive social and emotional curriculum, and any resources necessary to meet their basic needs.

Evaluation Data Sources: Discipline referrals, counseling referrals, lesson plans, SAF referrals.

Strategy 1 Details	Reviews			
Strategy 1: All staff will receive cultural competency training in August. Strategy's Expected Result/Impact: Teachers will assess student behaviors through a cultural lens, resulting in fewer referrals. Staff Responsible for Monitoring: Administration, Counselor, Teachers Action Steps: Conduct initial training, offer follow up training throughout the school year Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Creation of new school wide Discipline Plan. Strategy's Expected Result/Impact: Level 1 and 2 behaviors will be addressed by classroom teachers and not result in an office referral. Staff Responsible for Monitoring: Classroom teachers, Administration Action Steps: Teachers will be trained on Discipline Plan and informed of the 3 levels of discipline infractions. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will include Rethink Ed in lesson plans. Strategy's Expected Result/Impact: More meaningful SEL connection in the classroom resulting in fewer office referrals. Staff Responsible for Monitoring: Administrators, Counselor, Teachers Action Steps: Incorporation of Rethink Ed in lesson plans by second 6 weeks, staff training during PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus wide monthly character trait initiative. Strategy's Expected Result/Impact: Students will be able to develop greater emotional awareness, understanding , and coping strategies for dealing with undesirable behaviors. Staff Responsible for Monitoring: Administrators, Counselor, Teachers Action Steps: Teachers will be given monthly read alouds to align with character curriculum. At the end of each month, teachers will identify "pack leaders" who have demonstrated character trait throughout the month. Pack leaders will be rewarded at 6 week award assemblies. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION-100% of students identified as having suicidal ideation will receive crisis intervention and 100% of students who are suspected of being a victim of abuse will be reported to Child Protective Services.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students with identified suicide or abuse issues will receive follow up sessions with the counselor and are referred to outside services.

Evaluation Data Sources: SAF referrals, Student at the Center meeting minutes

Strategy 1 Details		Reviews			
Strategy 1: Staff will complete One Source training for bullying, suicide, and child abuse prevention. Students with on going behavioral issues will be referred to the counselor and IAT. Strategy's Expected Result/Impact: Students experiencing violence at home or with thoughts of self violence with receive immediate intervention Staff Responsible for Monitoring: Teachers, Administrators, Counselor Action Steps: IAT Liaison will establish yearly calendar for IAT meetings. Counselor will deliver professional development on how to refer students for counseling services. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Administrators and the school nurse will utilize the suicide checklist to determine appropriate response to crisis. Strategy's Expected Result/Impact: Students will receive proactive approach to mental health and intervention. Staff Responsible for Monitoring: Teachers, Administrators, Counselor Action Steps: Administrators and school nurse will be trained in using checklist and conducting crisis intervention. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
<p>Strategy 3: Wrap-Around Specialist and Counselor will ensure that students receive follow up sessions with the counselor and are referred to outside resources.</p> <p>Strategy's Expected Result/Impact: Students in need of crisis intervention will receive outside resources</p> <p>Staff Responsible for Monitoring: WrapAround Specialist and Student-At-The-Center meeting attendees</p> <p>Action Steps: Weekly Student-At-The-Center meetings will be attended by Wrap-Around Specialist, Counselor, Principal, Nurse, and Interventionist to discuss current student crisis situations and follow up with outside resources.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	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-The percentage of special education students who reach Meets on the 2023 STAAR test will increase to 40%.









Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of Tier 2 and Tier 3 special education students will receive intervention and after school tutorials.

Evaluation Data Sources: Intervention schedules, tutorial rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Special Education teachers will work with general education teachers to make sure that students are receiving interventions. Self-contained Special Education teachers will provide a 30 minute daily intervention block</p> <p>Strategy's Expected Result/Impact: Increased achievement levels on formative assessments.</p> <p>Staff Responsible for Monitoring: Special Education teachers, General Education teachers</p> <p>Action Steps: Identification of Tier 2 and 3 special education students, creation of a 30 minute intervention block, and monitoring of formative assessment results.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Funding Sources: - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials</p>				

Strategy 2 Details	Reviews			
Strategy 2: General education teacher will receive support from special education staff to make sure that students are receiving all test accommodations in class prior to assessments. Strategy's Expected Result/Impact: Teachers will implement all accommodations in the classroom to help students meet IEP goals. Student performance on assessment will increase to testing accommodations being implemented with fidelity. Staff Responsible for Monitoring: Special Education teachers, general education teachers Action Steps: Special education teachers will give support to general education teachers by offering assistance in testing accommodations. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All general education teachers will utilize exit tickets to plan intervention for special education students. Strategy's Expected Result/Impact: Increased performance on exit tickets and common assessments. Staff Responsible for Monitoring: Classroom teachers Action Steps: Teachers will be trained on creation and tracking of exit tickets. Teachers will plan for intervention based on exit tickets. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: The percentage of students achieving Meets as measured by STAAR 2023 will be 55% for all student groups.








Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All student groups will meet state targets in Domain 3 as measured by STAAR for the 2023 school year.

Evaluation Data Sources: Common assessment data, district assessment data, STAAR release

Measurable Objective 2: 100% of students will receive quality Tier 1 instruction.





Strategy 1 Details		Reviews			
Strategy 1: Teachers will utilize daily exit tickets with students. Strategy's Expected Result/Impact: Increased performance on common assessments, students meeting growth goals. Staff Responsible for Monitoring: Classroom Teachers (General Education and Special Education), Administrators Action Steps: Training on use of exit tickets, planning for exit tickets, sharing exit tickets in PLCs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT-By the end of the 2022-2023 school year, Mark White Elementary will improve safety, public support and build school -wide confidence by increasing the parental and community involvement rate from 65% to 75% through the attendance of at least 2 events.

Measurable Objective 1: 75% of parents will attend at least one school wide event.

Evaluation Data Sources: Parent sign-in sheets

Strategy 1 Details		Reviews			
Strategy 1: Create a Mark White Site where parents can find the most updated information on all school events. Strategy's Expected Result/Impact: Parents will be more aware of what takes place in the classrooms and around campus. Staff Responsible for Monitoring: Teachers, Administrators, counselor, PTO, Office staff Action Steps: Administrative team will meet to develop a school wide calendar. Weekly admin. meetings to review weekly parent events and to plan for parent education. Weekly MWE Update will be sent to all parents to remind them of upcoming events. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Assistant Principal and Office Staff members will create Class Dojo profiles to send out additional reminders about upcoming events. Strategy's Expected Result/Impact: Parents will be more aware of what takes place in the classrooms and around campus. Staff Responsible for Monitoring: Administrative Team, Office Staff Action Steps: Administrative team will meet to develop a school wide calendar. Weekly admin. meetings to review weekly parent events and to plan for parent education. Assistant Principal and Office staff will send out Class Dojo reminders that coincide with information listed on MWE Site regarding upcoming events. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Principal and teachers will host MWE Cafes, Strategy's Expected Result/Impact: Parents will be more aware of what takes place in the classrooms and can effectively support students at home. Staff Responsible for Monitoring: Teachers, Administrators, counselor, Office staff, PTO Action Steps: Administrative team will meet to develop a school wide calendar. Weekly admin. meetings to review weekly parent events and to plan for parent education. Weekly MWE Update will be sent to all parents to remind them of upcoming events. Teachers will present in academic events to give parents practical resources that can be used. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

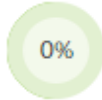

Goal 7: MANDATED HEALTH SERVICES-The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9),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






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization, vision screening, diabetes screening

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Meeting compliance standard Staff Responsible for Monitoring: School nurse Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: HEARING and 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. Strategy's Expected Result/Impact: Screening completed Staff Responsible for Monitoring: School Nurse Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: IMMUNIZATION MONITORING , data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Strategy's Expected Result/Impact: Completion of all immunization records Staff Responsible for Monitoring: School nurse Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: Campus Safety and Wellness Committee will meet weekly to review health and safety measures on campus.

Evaluation Data Sources: Weekly Calendars

Strategy 1 Details	Reviews			
Strategy 1: Safety and Wellness Committee will discuss any health related issues including-screenings, health education, and safety measures on campus. Strategy's Expected Result/Impact: Procedures and processes will be identified to improve the wellness of students Staff Responsible for Monitoring: Nurse, WrapAround Specialist, Counselor, Administrative Team Action Steps: Calendar appointments will be made by the beginning of school, principal will facilitate meetings Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student At The Center (SATC) meetings will be held weekly by WrapAround Specialist Strategy's Expected Result/Impact: Team will be able to identify and students with potential health concerns. Staff Responsible for Monitoring: WrapAround Specialist, Nurse, Counselor, Administrators Action Steps: Calendar meetings will be set before the beginning of school, Wrap-Around Specialists will set the agenda for meetings. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 483 Mark White Elementary School

Total SCE Funds: \$105,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Teacher salaries, including PE and Pre-Kindergarten

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Jordan	Interventionist	Reading/ELAR	100

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$0.00
1	1	1	2		6300 - Supplies and Materials	\$0.00
1	1	1	3		6300 - Supplies and Materials	\$0.00
2	1	1	1		6300 - Supplies and Materials	\$0.00
2	1	1	2		6300 - Supplies and Materials	\$0.00
2	1	1	3		6300 - Supplies and Materials	\$0.00
3	1	1	1		6300 - Supplies and Materials	\$0.00
3	1	1	2		6300 - Supplies and Materials	\$0.00
Sub-Total						\$0.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	1		6300 - Supplies and Materials	\$0.00
5	4	1	2		6300 - Supplies and Materials	\$0.00
5	4	1	3		6300 - Supplies and Materials	\$0.00
Sub-Total						\$0.00

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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