

Houston Independent School District
199 Lovett Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

It is the mission of our school to provide an educational program that offers each child the opportunity to develop his/her diverse abilities. This development focuses on the total child so that he/she can become responsible, productive members of the community. We accept responsibility for ensuring each child's growth by establishing high standards of learning within a supportive environment enhanced by our Fine Arts Program.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

E.O. Lovett Elementary Fine Arts Magnet School is a 2016 National Blue Ribbon School located in southwest Houston in the Meyerland Community and serves students in grades K-5. All students at Lovett participate in the school wide fine arts magnet. Lovett was named for the first president of Rice University and welcomed the first group of students in September of 1957. The fine arts program was established over 35 years ago, by dedicated parents and community members. Lovett was rated an "A" school in the 21-22 school year, met all standards and earned one distinction in math.

Our programs include a well established fine arts program offering band, orchestra, chorus, and handbells. In addition our students receive weekly library and PE. Our campus is a neighborhood Vanguard Program serving the 35% of our students that qualify as gifted and talented.

We are a diverse campus with approximately 54% neighborhood students and 46% magnet students. Our student population consisted of 654 students with approximately 25% African American, 29% Hispanic, 32% White and 8% Asian. Our Native American population is less than 1%. In addition, 36% of our population is Economically Disadvantaged, 35% Gifted and Talented, 11% are Limited English Proficient (LEP); and 11% Special Education students. We offer an extended day program that runs from 3:05 p.m. to 6:00 p.m. daily. Our average daily attendance rate for the 21-22 school year was 96.8%.

The weekly schedule for Lovett students include two days of a fine arts emphasis, one day of PE, one day of library/tech and one day of art. We focus heavily on excellence in both our academic and fine arts program. We integrate academics and our fine arts program and we believe this leads to higher levels of critical thinking, problem solving skills and increased self-esteem.

Starting with the 2022-23 School year, Lovett will implement Leader In Me as our foundational program to support student and staff. During the pandemic we clearly saw that both our students and staff needed social emotional support to be at their best in the school environment.

We have a very active PTO who engages with our teachers and administrators to assist with various projects around the school. These projects include fundraisers that support instruction, student incentives, and support teachers classroom needs.

Demographics Strengths

- diversity of our campus which contributes to a learning environment that is reflective of the Houston community.
- Our campus demographics contribute to the types of learning experiences our students experience when they collaborate.
- Our demographics also consists of students that are interested and engaged in learning music and this brings a strength to the campus culture and learning environment.
- Our Fine arts program draws a diverse group of students and families that bring culture, new and interesting ways of doing things and experiences from across the United States and the world.
- Our demographics also contributes to our teacher's mindset of looking at students at individuals and determining how to best teach each individual student.
- Low mobility rate and large percentage of families with multiple children attending the school
- Our average class size is 22 with only a few classes that go over
- 100% of our teachers are state certified, GT certified and 98% ESL certified

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: The diversity of our population increases the challenge of getting all students groups to score at Meets expectations for above **Root Cause:** Lovett's Magnet program draws from a variety of neighborhoods and socioeconomic groups

Student Learning

Student Learning Summary

21-22 End of year DRA Data

- 17% below average
- 13% average
- 70% At or above average

21-22 Ren 360 Reading data:

- Tier I: 90%
- Tier II: 3%
- Tier III: 7%

STAAR 2022:

- math 49% of students scored in the master's category; an increase of 8%
- math 88% scored at approaches or above
- reading 54% of students scored in the master's category, an increase of 8%
- Reading 90% of students scored at approaches or above
- science, 30% of students scored in the master's category,, an increase of 8%
- Science, 77% of students scored at Approaches or above
- 22% of our special education student met or exceeded standards as compared to 68% of all students
- Accountability report and data shows a performance gap between all students and our Economically Disadvantaged students. In this area, we receive da B rating. The data shows a 14% gap with this sub group as compared to all students.

Student Learning Strengths

- increase in the percentage of students scoring at the master's level in all tested areas.
- We see our greatest improvements reading with decrease in the number of students that did not meet standards.
- Our Ren 360 data shows the majority of our students scoring at Tier I by the close of the year.
- DRA data schoolwide shows that the majority of readers are entering 3rd grade on or above level
- Special Education sub group is 98% as compared to 99% of all students. This is in alignment with all other subgroups

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): increase the percentage of Eco Disadvantaged students scoring at meet expectations is challenging within a magnet school structure where the ancillary schedule is not flexible **Root Cause:** A Magnet program schedule that requires all students to participate in fine arts classes and reduces the amount of time available to pull students for additional support.

Problem of Practice 2: The diversity of our population increases the challenge of getting all students groups to score at Meets expectations for above **Root Cause:** Lovett's Magnet program draws from a variety of neighborhoods and socioeconomic groups

Problem of Practice 3 (Prioritized): Our special education students are participating at the same rate as our general education student, however there is a noted performance gap
Root Cause: Special education students are taking an assessment that may not be designed to show their academic strengths

School Processes & Programs

School Processes & Programs Summary

Lovett Elementary is a Fine Arts Magnet with up to 60% of our students on a Magnet transfer largely from campuses across the Southwest Houston area. We offer a full core content program, programs for ESL learners and a Neighborhood Vanguard program. Our special education programs consist of ECSE, TREK, and Resource. Our special education population continues to grow and becomes more diverse in the needs of students with various exceptionalities. Our Fine Arts programs consist of vocal music, band and orchestra. Students select an area during their first grade year and continue in the area through fifth grade. In addition all students receive one day of PE, Art and Library. Lovett offers an extended day program, that offers a variety of enrichment activities to families at a very affordable cost.

Our campus has been impacted by the number of teachers that are retiring or leaving the field. In the 21-22 school year, we hired thirteen teachers, which is not typical for our campus. In the 22-23 school year, we hired fourteen new staff members. Nine of these are teachers and five are support personnel. Of the Nine teachers, two are first year teachers. Traditionally Lovett has very little turnover in staff and rarely do we hire more than one new teacher or teachers in their first two years. Our campus however has a very strong collaborative culture and a strong system for supporting new to Lovett staff. The New to Lovett Cohort is a requirement for all teachers new to teaching or new to the campus. In addition, we provide our first year teachers with our strongest mentors and they are directly appraised and coached by the principal.

Our campus meets in PLC on Tuesday. Every other week the PLC time is used for PD, analyzing data or problem solving school improvement issues. This is an uninterrupted time for teachers to collaborate and for administrators to collaborate with teachers, support staff and with each other. This year we are focusing on vertical alignment, providing teachers with at least two vertical planning days in each core content area. We have a regular campus meeting schedule that includes Team Lead meetings, SDMC, and staff meetings that are focused on professional development for teachers. The campus has systems in place for clear communication, collaboration, grading, student assessment and progress monitoring, data analysis and teacher support. Parents are used to support improving processes and we seek out their input and provide opportunities to volunteer to support school processes.

This year, we are implementing Canvas and starting small with teachers uploading their lesson plans to Canvas. Our Canvas leader hosts small groups for teachers and additionally supports teachers one on one with instructional technology concerns and Canvas Implementation.

School Processes & Programs Strengths

- Collaborative and positive culture
- Structure to welcome new to campus staff
- Structures for ongoing teacher learning and support
- utilizes parents to give input and volunteer
- Campus system for internal communication and communication to parents
- Balance of academic, arts, and extra curricular
- All student participate in Magnet
- Students needing intervention support are able to receive from highly qualified teachers
- Strong leadership around special education and 504

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Moving the majority of our special education students from approaches expectation to meet. **Root Cause:** Increased number of special education students that need specialized instruction and who have not enough instruction in the general education to meet general education standards

Problem of Practice 2 (Prioritized): Scheduling time for teachers to collaborate vertically **Root Cause:** A reduced pool of substitute reduces the amount of time that can be

scheduled for teachers to meet vertically. In addition a schedule developed around the grade level also increases the difficulty with planning vertical content time.

Problem of Practice 3: An increased number of students that need to be scheduled for additional support(intervention) **Root Cause:** loss of schooling due to COVID, lost of instruction from certified teachers due to the number of teachers that had absences in the previous school year and loss of focus

Perceptions

Perceptions Summary

The Lovett community has a long history of being a close knit community. We have a culture of collaboration to help students meet high expectations and develop as young people. The campus has a great deal of support from parents and has an active PTO. Collaboration is a critical component of how we do business at Lovett. During our interview processes, we introduce candidates to our campus culture by providing them the, "What it Means to be a Lovett Team Member" handout. This is a list of traits that we look for in staff that join our team

It is the mission of our school to provide educational program that offers each child the opportunity to develop his/her diverse abilities. This development focuses on the total child so that he/she can become a responsible, productive member of the community. We accept responsibility for ensuring each child's growth by establishing high standards of learning within a supportive environment enhanced by our Fine Arts Program. Our character education program focuses on : Being Respectful, Being Ready, and Being Responsible.

Lovett believes in knowing the needs of each child and building relationships with students and parents to help students reach their potential. This year, the campus is implementing Core 1 of Leader In Me and we will survey students and parents in Spring 2023. This feedback will provide feedback on how connected students and parents are to the school.

Perceptions Strengths

Lovett has a strong reputation for being a welcoming school environment. Parents that seek out Lovett indicate they perceive our campus to be positive and safe learning environment for their child. This longstanding reputation, is a strength as it helps us to build fast relationships with a parents and we are able to develop trust more easily. Another strength or benefit of perception is that our campus attracts highly qualified staff. In typical years, we have very little staff turnover and this consistency has had a positive impact on our campus.

Because of strong parent engagement, implementing programs that require parent participating has decreased barriers. Parents are more inclined to want to help, versus not participate. Another strength of our campus is the remaining staff at Lovett that have been there for at least five years. Staff of five or more years, provide a strong support group for new to Lovett team members.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: How do we continue to maintain a positive, collaborate culture with increased number of new staff hired? **Root Cause:** increased staff turnover due to Covid school years

Priority Problems of Practice

Problem of Practice 1: increase the percentage of Eco Disadvantaged students scoring at meet expectations is challenging within a magnet school structure where the ancillary schedule is not flexible

Root Cause 1: A Magnet program schedule that requires all students to participate in fine arts classes and reduces the amount of time available to pull students for additional support.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: Scheduling time for teachers to collaborate vertically

Root Cause 3: A reduced pool of substitute reduces the amount of time that can be scheduled for teachers to meet vertically. In addition a schedule developed around the grade level also increases the difficulty with planning vertical content time.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 2: Our special education students are participating at the same rate as our general education student, however there is a noted performance gap

Root Cause 2: Special education students are taking an assessment that may not be designed to show their academic strengths

Problem of Practice 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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

Goal 1: The percentage of of 3rd grade students performing at meets or above on STAAR Reading will increase from 63% to 73%


Strategic Priorities:



Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: At least 60% of third grade students will score 75% or higher on 6 week reading common assessments

Evaluation Data Sources: OnTrack Assessment reports

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: 3rd grade reading teachers will collaborate to develop and administer online reading common assessments using OnTrack Strategy's Expected Result/Impact: Teachers will develop assessments that are aligned to STAAR 2.0 expectations, monitor student learning at prescribed times and provide timely reteach Staff Responsible for Monitoring: 3rd grade teachers, principal, teacher specialist Action Steps: Schedule PLC dates, find and utilize resources for STAAR 2.0, PD on developing assessments using On Track, schedule assessments on assessment calendar TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |



| Strategy 2 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 2: 100% of Tier III students will receive intervention at least two three/week 30 minutes each. Strategy's Expected Result/Impact: Students that have the largest gaps will receive additional support to help them meet grade level standards Staff Responsible for Monitoring: Principal, IAT Coordinator, Intervention Teachers Action Steps: Identify Tier III students for intervention Schedule intervention groups by 2nd week of school Provide data planning day for intervention teachers during week one of school Classroom teachers will create daily schedule around intervention times TEA Priorities: Build a foundation of reading and math Funding Sources: Hourly Intervention Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$58,267 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: 3rd grade reading teachers will implement literature circles or guided reading small groups 2-3 times/week Strategy's Expected Result/Impact: Allows students to become critical thinkers as they read, share thoughts with peers and teacher, ask questions and respond to reading selections Staff Responsible for Monitoring: Principal, 3rd grade teachers, teacher specialist. Action Steps: Teacher Specialist will research best practices to share with teachers Develop Campus Expectations for literature circles by looking at what we currently do and fine-tuning with more effective practices as needed Schedule Vertical PLC days for 3-5 Reading Teachers to develop a plan of implementation Outline expectations in our campus best practices guide Determine teachers that need PD or in classroom support TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: All 3rd Grade teachers will implement a weekly keyboarding workstation. Strategy's Expected Result/Impact: Students will become more familiar with the keyboard that will transfer to use of keyboard when taking online assessments(common assessments and STAAR) | Formative | | | Summative |
| | Nov | Jan | Mar | June |











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|---|--|--|--|--|
| Staff Responsible for Monitoring: 3rd grade teachers, Principal Action Steps: Identify online resources in Clever Schedule weekly station time using station board organization system TEA Priorities: Build a foundation of reading and math |  | | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Measurable Objective 2: Students receiving Special Education or 504 Accommodations will score 70% or above on reading 6 week common assessments.

Evaluation Data Sources: On Track data reports

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|---|-----|---|-----------|
| Strategy 1: 100% of 3rd grade teachers will implement and document accommodations for special education and 504 students Strategy's Expected Result/Impact: We will see increased academic growth from our special education and 504 populations Staff Responsible for Monitoring: Principal, Special Education Resource Teacher, SPED/504 Administrator, General Education teacher Action Steps: Ensure all teachers know who their Special Education students are and have copies of 504 plans and IEP at a glance. Implement a campus system for documenting accommodations Provide In Class Support as well as pull out support services when needed TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 2: Teachers will test students in small groups as required by IEP Strategy's Expected Result/Impact: Students will have a greater level of success when testing in smaller environments Staff Responsible for Monitoring: Principal, General Ed. Teachers, Special Education Admin and Chair Action Steps: Identify students that qualify for small group testing Provide teachers with IEP at a glance TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: 100% of 3rd grade teachers will have IEP at a glance before start of the school year Strategy's Expected Result/Impact: Provide time for teachers to read and understand student IEPs resulting in fidelity with implenting accomodations Staff Responsible for Monitoring: Assistant Principal, SPED Chair Action Steps: Provide copies of IEP at a glance Schedule PLC time to review with grade levels TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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 2: The percentage of students entering 3rd grade reading on grade level will increase from 75% to 80% as measured by EOY 2nd DRA level







Strategic Priorities:








Expanding Educational Opportunities

Measurable Objective 1: The passing rate on HFW assessment will increase from 91% to 96% as measured by the third administration of HFW.

Evaluation Data Sources: Scores on final HFW Assessment for 1st and 2nd grade

HB3 Board Goal


| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: K-2 will implement Guided Reading and differentiated workstations at least 3 times/week Strategy's Expected Result/Impact: All students will receive reading instruction based on their specific reading level and need. Staff Responsible for Monitoring: Principal, K-2 teachers Action Steps: Outline literacy roll out plan Schedule PLC discussions to review best practice and resources for guided reading TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: K-2 students reading below grade level will receive targeted intervention 2-3/week. Strategy's Expected Result/Impact: Targeted reading intervention with the reading specialist will increase student's grasp of HFW and provide specific strategies to increase overall reading Staff Responsible for Monitoring: Principal, IAT Coordinator, Reading Intervention Teacher Action Steps: Identify students needing intervention based on DRA scores, BOY Ren testing and BOY KTEA TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |











| Strategy 3 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 3: K-2 teachers will send home take home book bags and HFW flip cards for home practice Strategy's Expected Result/Impact: Students will have just right books at home to practice reading skills and HFW. This will result in more practice time with HFW Staff Responsible for Monitoring: K-2 Reading Teachers, Principal Action Steps: Purchase replacement book bags for K-2 classrooms, create HFW flashcards to send home TEA Priorities: Build a foundation of reading and math Funding Sources: take home book bags - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$800 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2: The percentage of students scoring in Tier III in grades 1st /2nd will decrease by 60% by the close of the 22-23 school year.

Evaluation Data Sources: Ren 360 EOY Assessment

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: K-2 students will participate in small group reading instruction at least 3 times/week Strategy's Expected Result/Impact: Teachers will be able to target student needs based on Ren 360 reports Staff Responsible for Monitoring: Principal, IAT Coordinator, K-2 Reading Teacher Action Steps: Administer Ren 360 BOY, MOY, EOY. Teacher will utilize data as one data source to provide small group instruction to students Communicate Ren scores to parents Teachers use data to inform upcoming lessons TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |



| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 2: K-2 students performing in Tier III will receive weekly targeted intervention at least 3 x/week Strategy's Expected Result/Impact: Provide additional support for students that are the highest need Staff Responsible for Monitoring: Principal, IAT Coordinator, Reading Intervention Teacher Action Steps: Utilize Ren 360 reports as one source of data to identify students needing Tier III support TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Administer Ren testing in small groups Strategy's Expected Result/Impact: Administering the test in small groups allows the teacher to closely monitor that students are taking their time completing the assessment Staff Responsible for Monitoring: Classroom Teachers Action Steps: Create station rotation for completion of assessment TEA Priorities: Build a foundation of reading and math | 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 scoring at meet or above standards on STAAR Math will increase from 59% to 71%

Measurable Objective 1: 50% or higher of 3rd grade students will score 75% or higher on 6 weeks math common assessments




Evaluation Data Sources: OnTrack assessment reports











| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: 3rd grade math teachers will collaborate to develop online math common assessments using OnTrack Strategy's Expected Result/Impact: Teachers will develop and administer assessments that are aligned to STAAR 2.0 expectations, monitor student learning at prescribed times and provide timely reteach Staff Responsible for Monitoring: 3rd grade math teachers, principal, teacher specialist Action Steps: Schedule PLC dates, find and utilize resources for STAAR 2.0, PD on developing assessments using On Track, schedule assessments on assessment calendar TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Tier III students will receive math intervention at least two three/week for 30 minutes each. Strategy's Expected Result/Impact: Students that have the largest gaps will receive additional support to help them meet grade level standards Staff Responsible for Monitoring: Principal, IAT Coordinator, Intervention Teachers Action Steps: Identify Tier III students for intervention Schedule intervention groups by 2nd week of school Provide data planning day for intervention teachers during week one of school Classroom teachers will create daily schedule around intervention times TEA Priorities: Build a foundation of reading and math Funding Sources: Hourly Intervention Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$58,267 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 3: All 3rd grade math teachers will implement differentiated small group instruction and skill based differentiated math stations Strategy's Expected Result/Impact: Students will receive targeted support in a smaller setting, students will have an opportunity to receive instruction based on their need. Staff Responsible for Monitoring: Principal, 3rd Math Teachers, Teacher Specialist Action Steps: Conduct math survey to assess teacher current implementation of small group/stations, schedule PLC vertical planning day with support from Teacher Specialist, Consultant and Principal, Provide ongoing PD on math small group implementation. TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2: Students receiving Special Education or 504 Accommodations will score 70% or above on 6 week math common assessments.

Evaluation Data Sources: On Track reports-scores on common assessments

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: 100% of 3rd grade teachers will implement and document accommodations for special education and 504 students Strategy's Expected Result/Impact: We will see increased academic growth from our special education students and 504 populations Staff Responsible for Monitoring: Principal, General Ed. Teachers, Special Education Chair Action Steps: Ensure all teachers know who their Special Education students are and have copies of 504 plans and IEP at a glance. Implement a campus system for documenting accommodations Provide In Class Support as well as pull out support services when needed TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |

| Strategy 2 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 2: Teachers will test students in small group when required by their IEP Strategy's Expected Result/Impact: Students will have a greater level of success when testing in smaller environments and receiving their accommodations Staff Responsible for Monitoring: Principal, General Ed. Teachers, Special Education Admin and Chair Action Steps: Identify students that qualify for small group testing, Provide teachers with IEP at a glance TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: 100% of 3rd grade teachers will have IEP at a glance before start of the school year Strategy's Expected Result/Impact: Provide time for teachers to read and understand student IEPs resulting in fidelity with implementing accommodations Staff Responsible for Monitoring: Assistant Principal, SPED Chair Action Steps: Provide copies of IEP at a glance Schedule PLC time to review with grade levels TEA Priorities: Build a foundation of reading and math | 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.

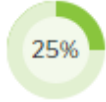




Goal 2: The percentage of students entering 3rd grade scoring at Tier III in math will decrease from 9% to 5% as measured by EOY Renaissance Testing

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: K-2 Math Teachers will implement math small groups 2-3 times/week

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Develop guidelines for math station implementation Strategy's Expected Result/Impact: provide teachers will professional development to effectively implement math groups Staff Responsible for Monitoring: Principal, k-2 math teachers, teacher specialist Action Steps: Calendar expectations for small group rollout Share in campus share, review with teachers in PLC, teachers document in lesson plans TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will meet in vertical PLC to develop common math language for small group instruction Strategy's Expected Result/Impact: Students will benefit for common language across the grade levels, decreasing the need to reteach certain vocabulary and small group structure each year. Staff Responsible for Monitoring: Principal, K-2 math teachers, teacher specialist Action Steps: Calendar Vertical PLC days Consult with math specialist to support PLC Develop campus best practice for math language and small group TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 3: Utilize manipulatives during instruction and make readily available to students Strategy's Expected Result/Impact: Students will have hands on opportunities that will increase their understanding of concepts Staff Responsible for Monitoring: Principal, Math Teachers, teacher specialist Action Steps: Inventory Math Manipulatives Purchase additional manipulatives as needed Vertical PLC to discuss how we use and make ready to use classroom manipulatives TEA Priorities: Build a foundation of reading and math Funding Sources: Math Manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

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



Goal 1: The percentage of 4th and 5th students scoring at meet or greater on STAAR Reading will increase from 74% to 83%







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 60% or more of 4th & 5th grade students will score 75% or higher on 6 weeks reading common assessments

Evaluation Data Sources: OnTrack assessment reports

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 4th and 5th grade reading teachers will collaborate to develop online reading common assessments using OnTrack Strategy's Expected Result/Impact: Teachers will develop assessments that are aligned to STAAR 2.0 expectations, monitor student learning at prescribed times and provide timely reteach Staff Responsible for Monitoring: 4th and 5th reading teachers, principals, teacher specialist Action Steps: Schedule PLC dates, find and utilize resources for STAAR 2.0, PD on developing assessments using On Track, schedule assessments on assessment calendar, schedule PLC dates for data analysis TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Tier III students will receive math intervention at least three times/week 30 minutes each. Strategy's Expected Result/Impact: Students that have the largest gaps will receive additional support to help them meet grade level standards Staff Responsible for Monitoring: Principal, IAT Coordinator, Intervention Teachers Action Steps: Identify Tier III students for intervention Schedule intervention groups by 2nd week of school Provide data planning day for intervention teachers during week one of school Classroom teachers will create daily schedule around intervention times TEA Priorities: Build a foundation of reading and math Funding Sources: Hourly Intervention Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$56,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: 100% of students not performing at meets or above on STAAR 2022 will receive 30 hours of targeted tutorials Strategy's Expected Result/Impact: Students will receive targeted instruction in their area of need, students will be able to apply skills learned to grade level content Staff Responsible for Monitoring: Principal, HB4545 Coordinator, HB4545 tutors Action Steps: Review STAAR scores from 21-22 to determine students not meeting STAAR expectations Hold 4545 Meetings to secure parent permission Schedule tutorial hours. TEA Priorities: Build a foundation of reading and math Funding Sources: HB4545 tutors - 4290000000 - State Special Revenue - 6100 - Payroll - \$22,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: Teachers will implement targeted small group reading groups and/or literature circles at least 3 times/week Strategy's Expected Result/Impact: In small group, teachers can focus on specific needs of learners. Literature circles provide more opportunity for learners to increase comprehension Staff Responsible for Monitoring: Principal. 4-5 grade teachers Action Steps: Provide teachers will small group roll out plan Literature Circle best practice-vertical plc Teacher specialist research best practice to coach ELA teachers TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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



Goal 2: The percentage of 4th and 5th grade students scoring at meets or greater on STAAR Math will increase from 71% to 80%







Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 60% or more of 4th & 5th grade students will score 75% or higher on 6 weeks math common assessments

Evaluation Data Sources: On Track Data reports

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: 4th and 5th grade math teachers will collaborate to develop & administer online math common assessments using OnTrack Strategy's Expected Result/Impact: Teachers will develop and administer assessments that are aligned to STAAR 2.0 expectations, monitor student learning at prescribed times and provide timely reteach Staff Responsible for Monitoring: Principal, 4th/5th math teachers Action Steps: Schedule PLC dates, find and utilize resources for STAAR 2.0, PD on developing assessments using On Track, schedule assessments on assessment calendar, schedule PLC dates for data analysis TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Tier III students will receive math intervention at least three times/week 30 minutes each. Strategy's Expected Result/Impact: Students that have the largest gaps will receive additional support to help them meet grade level standards Staff Responsible for Monitoring: principal, 4th/5th math teachers, intervention teachers Action Steps: Identify Tier III students for intervention Schedule intervention groups by 2nd week of school Provide data planning day for intervention teachers during week one of school Classroom teachers will create daily schedule around intervention times TEA Priorities: Build a foundation of reading and math Funding Sources: Hourly Intervention Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$59,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 3: All 4th and 5th grade math teachers will implement differentiated small group instruction and skill based differentiated math stations Strategy's Expected Result/Impact: Students will receive targeted support in a smaller setting, students will have an opportunity to receive instruction based on their need Staff Responsible for Monitoring: Principal, 4th/5th Math Action Steps: Conduct math survey to assess teacher current implementation of small group/stations, schedule PLC vertical planning day with support from Teacher Specialist, Consultant and Principal, Provide ongoing PD on math small group implementation. TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: 4th and 5th grade students not meeting expectations on STAAR 2022 will receive 30 hours of targeted tutorial Strategy's Expected Result/Impact: Target TEKS from previous grade level leading to student growth and ability to master current grade level TEKS Staff Responsible for Monitoring: Principal, HB4545 Coordinator, HB4545 Tutor Action Steps: Identify students needing accelerated instruction Hold HB4545 Meeting Document tutorial hours TEA Priorities: Build a foundation of reading and math Funding Sources: tutors - 4290000000 - State Special Revenue - 6100 - Payroll - \$22,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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 students receiving special education services reading at or above grade level as measured by the Meets grade level standard on STAAR 3-5 will increase from 81% to 85%







Strategic Priorities:








Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By May 2023 all the percent of special education students scoring in tier III on Ren 360 will decrease by 5% as measured by the EOY Ren 360 Assessment

Evaluation Data Sources: Ren 360 data for special education students




HB3 Board Goal







| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Special Education Teachers will provide In-class and small group support as outlined in the student ARD documents Strategy's Expected Result/Impact: Ensure students are receiving targeted support in their area of focus Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education teachers and chair Action Steps: Provide IEP at a glance to all staff before the school year TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: General Education teachers will use campus documentation system for documenting implementation of accommodations on assessments Strategy's Expected Result/Impact: Students IEP Accommodations will be implemented with fidelity Staff Responsible for Monitoring: General Ed. Teachers, Special Ed. Case Manager, Assistant Principal, Special Education Chair Action Steps: Provide PD for teachers on use of special education documentation system Provide IEP at a glance during pre-service TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 3: Increase staffing to support special education teachers Strategy's Expected Result/Impact: Teachers will be more effective when supporting students Staff Responsible for Monitoring: Principal Action Steps: Hire hourly support to assist special education Autism program TEA Priorities: Build a foundation of reading and math Funding Sources: Hourly TA support - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$15,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Measurable Objective 2: The percentage of students receiving special education services will score 70% or above on 6 week reading common assessments

Evaluation Data Sources: Common Assessment Reading data graded 3-5

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Special Education Teachers will collaborate with general education teachers to implement and document all accommodations for testing Strategy's Expected Result/Impact: Compliance with student IEP, leveling the playing field to promote student success Staff Responsible for Monitoring: Special Education teachers, general education teachers, special education chair. Action Steps: Provide IEP at a glance to general education teach TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 2: 4th and 5th grade special education students will receive targeted tutorials for special education students not meeting expectations on STAAR Reading 2022 Strategy's Expected Result/Impact: Target TEKS not mastered from previous grade level Staff Responsible for Monitoring: HB4545 Coordinator, Principal Action Steps: Identify students that need 30 hours of additional instruction hold hb4545 meeting schedule tutorial services TEA Priorities: Build a foundation of reading and math Funding Sources: HB4545 Tutors - 4290000000 - State Special Revenue - 6100 - Payroll - \$22,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | |  | | | |
| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Targeted Small group instruction with special education teachers Strategy's Expected Result/Impact: Students will received targeted instruction with the implementation of specific strategies , Teachers will be better able to target area of need and fill instructional gaps Staff Responsible for Monitoring: Principal, Special Education Administrator and Special Ed. Chair Action Steps: Identify students that need targeted pull out instruction based on IEP TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Board Goal 5: N/A - Additional Campus Goals



Goal 1: The attendance rate will increase from 94.9% to 96% as measured by EOY attendance reports






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: Teachers will make contact with parents of any student absent two or more consecutive days.






Evaluation Data Sources: Teacher documentation log

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Teachers and SIRS will utilize Power School reports to monitor attendance Strategy's Expected Result/Impact: Timely follow up with absent students Staff Responsible for Monitoring: Principal, SIRS, Classroom Teachers Action Steps: SIRS will train teachers on effective use of Power School and provide a manual on all things related to student attendance. Principal will meet with SIRS, Counselor, Nurse and Wraparound Specialist in monthly attendance meetings TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: WrapAround Specialist will make contact with whose student is in jeopardy of not meeting attendance requirements Strategy's Expected Result/Impact: WrapAround will assist with determining the support needed to increase school attendance Staff Responsible for Monitoring: WrapAround Specialist, SIRS, Principal Action Steps: Educate teacher on use of Purple Sense to solicit WrapAround Support, engage Wraparound specialist in attendance meetings. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 3: Teach Leader In Me 7 Habits of Highly Effective Students Strategy's Expected Result/Impact: The 7 Habits will provide student will important Habits to be successful students therefore increasing their desire to want to be at school Staff Responsible for Monitoring: Principal, Lovett Staff, Lighthouse Coordinators Action Steps: Implement the first 8 days of Leaders in Me Lessons within the first 6 weeks of school Identify Specific Lessons for school and home that target school attendance. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Leader In Me Online Resources and Student Text - 4290000000 - State Special Revenue - 6200 - Contracted Services - \$42,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Board Goal 5: N/A - Additional Campus Goals**Goal 2: DISCIPLINE:** For the 22-23 school year, the OSS rate will be less than 1% and in-school suspension rate less than 5%**Measurable Objective 1:** Fully Implement Core 1 Leader In Me by the End of 22-23**Evaluation Data Sources:** Leader In Me Lighthouse Rubric

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|-----------|
| Strategy 1: Implement Leader In Me Strategies in all grades and schoolwide Strategy's Expected Result/Impact: Strategy is expected to change how teachers see students and provide common language for teaching expectations Staff Responsible for Monitoring: Principal, Lighthouse Team, Teachers Action Steps: Leader In Me PD during Pre-service Schedule Lighthouse Team Meeting Select Lighthouse Chair Develop Campus plan for first 6 weeks lesson teach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Leader In Me License - 4290000000 - State Special Revenue - 6200 - Contracted Services - \$35,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop lighthouse committee to include all members of school staff Strategy's Expected Result/Impact: All members of the school staff will be invested in implementation and this will impact the effectiveness of the program Staff Responsible for Monitoring: Principal, Lighthouse Committee Action Steps: Host staff meeting to review the areas of focus for lighthouse committee Provide a selection period for staff to select their area of interest Schedule for meeting with each lighthouse team set goals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: Integrate Leader In Me into schoolwide Counseling Program Strategy's Expected Result/Impact: Students will receive additional Leader In Me lessons and be able to apply them to various school situations Staff Responsible for Monitoring: Principal, Counselor Action Steps: Counselor Outline Monthly lessons Calendar lesson with teachers Add Counselor to the Lighthouse committee TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 3: 90% of Lovett Students will indicate a positive connection with their school as measured by the 2023 Leader In Me Measurable Results Assessment

Measurable Objective 1: All Classrooms at Lovett will teach the 7 Habits

Evaluation Data Sources: Leaders In Me lessons completed by grade level

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Develop lighthouse committee teams to monitor implementation Strategy's Expected Result/Impact: Committee will guide implementation and set goals Staff Responsible for Monitoring: Principal, Lighthouse Committee Chair Action Steps: Lighthouse committee Training Staff Meeting to discuss roles and next steps Leader In Me action plan TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Develop Grade Level Celebration Schedule Strategy's Expected Result/Impact: Increase student connectedness to school therefore increasing the likelihood they would have positive feedback about Leader In Me Staff Responsible for Monitoring: Principal, Lighthouse Coordinator Action Steps: Purchase Leader In Me Resources Train Staff Identify Lighthouse Committee Chairs Schedule Committee Staff Meeting TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals



Goal 4: The percentage of special education students scoring meets or above on math STAAR will increase from 25% to 30%






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: At least 60% of special education students will score 70% or above on 6 week math common assessments

Evaluation Data Sources: Common Assessment Data -On Track

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Special Education Teachers will collaborate with general education teachers to implement and document all accommodations for testing Strategy's Expected Result/Impact: Compliance with student IEP, leveling the playing field to promote student success Staff Responsible for Monitoring: General Education Teachers, special education teachers, Special Education Admin and Principal Action Steps: Provide IEP at a glance to general education teach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: 4th and 5th grade special education students will receive targeted tutorials for special education students not meeting expectations on STAAR Reading 2022 Strategy's Expected Result/Impact: Target TEKS not mastered from previous grade level Staff Responsible for Monitoring: HB4545 Coordinator, Principal Action Steps: Identify students that need 30 hours of additional instruction hold hb4545 meeting schedule tutorial services TEA Priorities: Build a foundation of reading and math Funding Sources: tutors - 4290000000 - State Special Revenue - 6100 - Payroll - \$22,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 3: Targeted Small group instruction with special education teachers Strategy's Expected Result/Impact: Students will received targeted instruction with the implementation of specific strategies , Teachers will be better able to target area of need and fill instructional gaps Staff Responsible for Monitoring: Special education teachers, General Education Teachers, and Special Education Admin Action Steps: Identify students that need targeted pull out instruction based on IEP TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals



Goal 5: The percentage of Eco. Disadvantaged students meeting expectations on STAAR Reading will increase from 78% to 82%






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: At least 60% of Eco. Disadvantaged students will score 75% or higher on reading common assessments

Evaluation Data Sources: Common Assessment Data

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Students will participate in small group reading instruction at least 3 times per week Strategy's Expected Result/Impact: Targeted instruction resulting in closing the gap on highly tested TEKS Staff Responsible for Monitoring: Principal, Intervention Teachers, IAT Coordinator Action Steps: Identify students in eco. disadvantaged category Provide station rollout calendar Administer DRA, REn 360 testing for BOY data TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide targeted reading intervention for Eco. Disadvantaged students in Tier III or Reading below grade level based on DRA Strategy's Expected Result/Impact: Targeted small group intervention will help to fill gaps leading to students growth Staff Responsible for Monitoring: Principal, Intervention teachers, Title I coordinator Action Steps: Identify students in need of Tier II support Schedule with hourly intervention teachers Progress monitor with DRA, Ren 360 and Running Records TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 3: Provide 30 hours of targeted instruction for 4th and 5th grade students not meeting expectations on STAAR 2022 Strategy's Expected Result/Impact: Students will receive additional instruction in areas not mastered in previous grade level. This will lead to closing instructional gaps and increasing students performance on current grade level TEKS Staff Responsible for Monitoring: Principal, Intervention Teacher, HB4545 Coordinator Action Steps: Identify students needing tutoring Schedule and hold HB4545 Meeting Document tutorial services TEA Priorities: Build a foundation of reading and math Funding Sources: Extra Duty Pay for tutors - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$15,000 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Board Goal 5: N/A - Additional Campus Goals


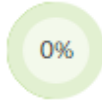
Goal 6: In the Spring 2023 Lovett, Leader In Me Measurable Results Survey, 95% of parents responding will indicate that there are not barriers to family engagement






Strategic Priorities:

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

Measurable Objective 1: All Lovett Parents will receive an electronic copy of the Leader In Me Measurable Results Survey

Evaluation Data Sources: MRA Results in Leader In me

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Provide Leader In me Updates using parent newsletter to educate parents on Leader In Me Implementation Strategy's Expected Result/Impact: The more parents learn about Leader In Me the more they will see the benefit of Staff Responsible for Monitoring: Principal, Lighthouse Team Action Steps: In Fall 2022 educate parents on Leader In Me implementation Spring 2023 Advertise survey on Dojo, provide class incentive for grade level with highest completion level TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provide an incentive for parents to complete the survey Strategy's Expected Result/Impact: Increase survey completion and more accurate data from a broad span of familie Staff Responsible for Monitoring: Principal, Lighthouse Team Action Steps: Work with students to create an incentive TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Schedule Leader In Me Family Mission Statement Night Strategy's Expected Result/Impact: This will engage parents and increase their understanding about Leader in Me | Formative | | | Summative |
| | Nov | Jan | Mar | June |

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|---|--|--|--|--|
| TEA Priorities: Recruit, support, retain teachers and principals |  | | | |
| | | | | |
| <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 7: MANDATED HEALTH SERVICES: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening, Hearing Screening, Type 2 Diabetes, and Medication Administration and AED Maintenance Checks.








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Each mandated health service(Immunization, Vision Screening, and Hearing Screening, Type 2 Diabetes, Medication Administration and AED Maintenance Checks) will be completed by the target due date identified by the district during the BOY, MOY, EOY points of the school year)

Evaluation Data Sources: Health and Medical records and checks points during the school year

| Strategy 1 Details | Reviews | | | |
|--|---|---|---|-----------|
| Strategy 1: School nurse will create a schedule to screen all students in grade K, 1,3,5 for both vision and hearing Strategy's Expected Result/Impact: 100% compliance with mandated services Staff Responsible for Monitoring: Nurse, Principal Action Steps: Identify screening dates by grade level Communicate schedule to classroom teachers Plan make up day as needed TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: School nurse will create a schedule to screen students for Type 2 Diabetes in grades 1, 3, and 5 Strategy's Expected Result/Impact: 100% compliance with Diabetes Screening requirement Staff Responsible for Monitoring: Principal, Nurse Action Steps: Nurse will identify dates and create a schedule for screening Communicate Schedule to classroom teachers Plan make -up day as needed TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|--|--|--|---|---|-----------|
| Strategy 3: The school nurse will monitor students for immunization and medicine administration Strategy's Expected Result/Impact: 100% compliance with immunization and medication health services requirement Staff Responsible for Monitoring: Principal, School Nurse Action Steps: Create system for monitoring immunization records train front office staff and admin in medication administration to serve as back up to nurse Refer any families needing immunization support to Wraparound Specialist Develop communication to parents about medication at school guidelines TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
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| | |  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







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: In the 22-23 School Year, Lovett will focus on student physical, social-emotional health with at least one implementation/month

Evaluation Data Sources: Monthly Calendar of Coordinated Health Activities

| Strategy 1 Details | Reviews | | | |
|---|--|-----|-----|-----------|
| Strategy 1: Nurse will develop and send a monthly Health Newsletter Strategy's Expected Result/Impact: Education the community on healthy habits to have impact the day to day health of students and staff to increase attendance for both groups Staff Responsible for Monitoring: Principal, Nurse Action Steps: Train new nurse on newsletter format TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: The Counselor will develop and send a monthly Counselor's Corner Newsletter Strategy's Expected Result/Impact: The newsletter will educate the parents on role of the counselor, provide details on the monthly counseling SEL lessons. This will increase students and parents awareness of the support available for Social Emotional Health Staff Responsible for Monitoring: Principal, Counselor Action Steps: Meet with counselor to develop calendar of lessons Counselor present at PTO meeting to inform the community of Counselor's Corner content Develop a system for sending newsletters TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 3: Implement Family Fitness Night Strategy's Expected Result/Impact: Increase parent/student awareness and provide strategies to stay fit as a family Staff Responsible for Monitoring: Principal, PE Teacher Action Steps: Schedule Family Fitness Night Identify list of activities Schedule volunteers TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: PE Classes will implement Healthy Heart Cards in weekly PE Class Strategy's Expected Result/Impact: Student become more aware of healthy foods and exercise leading to healthy weight Staff Responsible for Monitoring: Principal, PE Teacher, Magnet Coordinator Action Steps: Schedule in lesson plans communicate with parents TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

State Compensatory

Budget for 199 Lovett Elementary School

Total SCE Funds: \$74,886.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

SCE funds funds a reading intervention teacher that provides intervention services for K-2 students that needed targeted reading intervention

Personnel for 199 Lovett Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|------------------------------|------------|
| Elizabeth Benton | Reading Intervention Teacher | 1 |

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Lovett Elementary is a diverse campus with approximately 54% neighborhood students and 46% magnet students. Our student population consisted of 654 students with approximately 25% African American, 29% Hispanic, 32% White and 8% Asian. Our Native American population is less than 1%. In addition, 36% of our population is Economically Disadvantaged, 35% Gifted and Talented, 11% are Limited English Proficient (LEP); and 11% Special Education students. We offer an extended day program that runs from 3:05 p.m. to 6:00 p.m. daily. Our average daily attendance rate for the 20-21 school year was 96.8%.

The weekly schedule for Lovett students include two days of a fine arts emphasis, one day of PE, one day of library/tech and one day of art. We focus heavily on excellence in both our academic and fine arts program. We integrate academics and our fine arts program and we believe this leads to higher levels of critical thinking, problem solving skills and increased self-esteem.

Starting with the 2022-23 School year, Lovett will implement Leader In Me as our foundational program to support student and staff. During the pandemic we clearly saw that both our students and staff needed social emotional support to be at their best in the school environment.

We have a very active PTO who engages with our teachers and administrators to assist with various projects around the school. These projects include fundraisers that support instruction, student incentives, and support teachers classroom needs.

A variety of data sources were reviewed to determine student progress. The DRA assessment is used three times/year to monitor student reading growth. At the end of 21-22 school year our DRA scores were as follows:

- 17% below average
- 13% average
- 70% At or above average

Ren 360 is administered three times/year and student performance data for 21-22 school year is below:

- Tier 1: 90%
- Tier II: 3%
- Tier III: 7%

For STAAR 21-22, our data indicates the following. In addition accountability reports shows a performance gap between how all students scored on STAAR and how economically disadvantaged students scored. The data shows a 14% gap with this sub group as compared to all students.

- math 49% of students scored in the master's category; an increase of 8%
- math 88% scored at approaches or above
- reading 54% of students scored in the master's category, an increase of 8%
- Reading 90% of students scored at approaches or above
- science, 30% of students scored in the master's category,, an increase of 8%
- Science, 77% of students scored at Approaches or above

In addition to the data above, we see a notable gap with where our special education students are performing as it relates to all other sub groups. In 21-22 48% of our special education students scores at approached standards or above as compared to 87% of all students. Of the 48% of those special education students only 22% meet expectations, which is the true target for all learners.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and community members

- August 31 2022
- September 15, 2022

2.2: Regular monitoring and revision

The campus is using the following strategies to monitor student progress:

- Biweekly PLC meetings with teachers
- Appraiser observation and feedback.
- Vertical PLC meetings
- IAT Meetings

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

Translated documents are available on the schoolwebsite.

2.4: Opportunities for all children to meet State standards

Biweekly PLC meetings with teachers: Teachers will meet in biweekly PLC and also be provided with opportunities to work in vertical PLCs at least once per semester. During PLCs teacher analyze data to determine student progress towards mastering the standards. They develop plans for whole group and small group instruction and determine if reteaching is needed.

Appraiser observation and feedback to provide ongoing coaching for teacher development-Through implementation of T-TESS, administrators visit classrooms for formal and informal observations and walkthrough. Observations and walks are followed by a post conference and next steps are provided to the teacher to fine tune areas of instruction or classroom management.

Additional intervention for students not meeting expectations in reading and math: A reading interventionist provides services to students in grades K-2 that fall in tier III in reading. Students are scheduled into weekly intervention sessions providing them with additional small group time to focus on improving reading performance. In grades 3-5, reading and math interventionist provide support to students that are

tier III for reading or math. Students not meeting expectations on STAAR, are provided with an additional 30 hours of tutoring in their area of need.

Daily Implementation of small group instruction in reading and math: Teachers plan for small group instruction utilizing a campus roll out plan. This plan provides expectations for teachers on how and when to begin guided reading or guided math small groups.

Schedule of campus and district based assessments for progress monitoring is implemented to schedule key school based and district assessments. These assessments guide small group instruction, helps to identify students that need more support and provides data to monitor the ongoing progress of students.

2.5: Increased learning time and well-rounded education

- This year Lovett is implementing a schoowide SEL program, Leader in Me, to ensure we develop learners that are well rounded and prepared for learning beyond their time at our campus.
- Our campus implements a tight schedule that provides time for during the day intervention as well as differentiated instruction in the student's fine arts area of choice.

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

The campuses addresses the needs of all students with particular strategies that include:

- Additional Campus budget that is spent on hourly teachers to support additional instructional in math and reading
- Additional funding to support increased staffing in special education
- Systems to effectively document the implementation of accommodations and modifications
- Small group instruction in both reading and math

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

To evaluate the schoolwide plan the campus reviews the following data throughout the year and annually:

- DRA Reading Levels/Running Records
- The Percentage of students scoring meets or masters on STAAR Math and Reading

- Pre-K Circle Assessment
- Renaissance data to determine the percentage of students in Tier III
- TELPAS data to determine percentage of language learners growing at least one year

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The family engagement policy is distributed to parents online and discussed at parent meeting and general PTO meetings. The parent engagement policy is developed with parent, community and staff stakeholders that serve on SDMC.

4.2: Offer flexible number of parent involvement meetings

September 7th 8Am

September 8th 5pm

November 9th 8am

November 10th 5pm

January 11th 8am

January 12th 5pm

March 8th 8am

March 9th 5pm

5. Targeted Assistance Schools Only

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

Please see Title I/CRTE for the following documentation.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------------------|------------------|------------|
| Blake Spann | Hourly Intervention Teacher | math | |
| Carol Boyle | Hourly Intervention | Math/reading | |
| Irma Santiallian | Hourly intervention | reading and math | |

Site-Based Advisory Committee

| Committee Role | Name | Position |
|---------------------------------|------------------|----------------------------|
| Administrator | Dawn Thompson | Principal |
| Community Representative | Donna Farr | Community Member |
| Parent | Myra Bowyer | Parent |
| Classroom Teacher | Erica Williams | Teacher |
| Classroom Teacher | Jay Yother | Teacher, Special Education |
| Other school based professional | Katherine Martin | Teacher |
| Non-classroom Professional | Tanya Perez | Non-Instructional Staff |
| Business Representative | Greg Ralph | Business Representative |
| Parent | Lauren Mitchell | Parent |
| Community Representative | Buster Adams | Community Member |

Campus Funding Summary

| 1991010001 - General Fund - Regular Program | | | | | | |
|---|------|----------------------|----------|--|-------------------------------|--------------|
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | 3 | take home book bags | 6300 - Supplies and Materials | \$800.00 |
| 2 | 2 | 1 | 3 | Math Manipulatives | 6300 - Supplies and Materials | \$3,000.00 |
| 4 | 1 | 1 | 3 | Hourly TA support | 6100 - Payroll | \$15,000.00 |
| Sub-Total | | | | | | \$18,800.00 |
| 2110000000 - Title 1 Basic Programs | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 2 | Hourly Intervention Teachers | 6100 - Payroll | \$58,267.00 |
| 2 | 1 | 1 | 2 | Hourly Intervention Teachers | 6100 - Payroll | \$58,267.00 |
| 3 | 1 | 1 | 2 | Hourly Intervention Teachers | 6100 - Payroll | \$56,000.00 |
| 3 | 2 | 1 | 2 | Hourly Intervention Teachers | 6100 - Payroll | \$59,000.00 |
| Sub-Total | | | | | | \$231,534.00 |
| 2890000000 - Federal Special Revenue | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 5 | 5 | 1 | 3 | Extra Duty Pay for tutors | 6100 - Payroll | \$15,000.00 |
| Sub-Total | | | | | | \$15,000.00 |
| 4290000000 - State Special Revenue | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 1 | 3 | HB4545 tutors | 6100 - Payroll | \$22,000.00 |
| 3 | 2 | 1 | 4 | tutors | 6100 - Payroll | \$22,000.00 |
| 4 | 1 | 2 | 2 | HB4545 Tutors | 6100 - Payroll | \$22,000.00 |
| 5 | 1 | 1 | 3 | Leader In Me Online Resources and Student Text | 6200 - Contracted Services | \$42,000.00 |
| 5 | 2 | 1 | 1 | Leader In Me License | 6200 - Contracted Services | \$35,000.00 |
| 5 | 4 | 1 | 2 | tutors | 6100 - Payroll | \$22,000.00 |
| Sub-Total | | | | | | \$165,000.00 |

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"/> |
