

Houston Independent School District
271 Foerster Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Foerster Elementary School is a Title I school located in South Area of the Houston Independent School District built in 1967. Houston ISD is the largest school district in the state of Texas. The district is comprised of a diverse student population of nearly 197,000 students across 276 campuses, including 160 elementary schools, 39 middle schools, 37 high schools, and 32 schools of multi-grade levels. The district's ethnic composition is 62% Hispanic, 22% African American, 10% White and 4% Asian.

Foerster ES serves a population of approximately **630** students with 42 teachers. We offer a traditional “regular” school program for grades Pre-K through 5th, a traditional bilingual program for grades Pre-K through 5th, an ESL program for grades Pre-K through 5th, and Preschoolers Acquiring Learning Skills (PALS) and Life Skills students. Our student population consists of 56% African American-inclusive of 8.3% African Refugees, 33% Hispanic, 12% Asian and <1% White, <1% American Indian. The vast majority of our student population lives in the surrounding apartment complexes. About 64% of our students live in the Heights of Post Oak, which offers Section 8 housing. This large percent of apartment complexes contributes to our 37.5% mobility rate. It is also a causal factor in the recent refugee population being enrolled by various agencies such as Catholic Charities and the Bhutanese American Association of Houston; refugee student's make-up 18.1% of our total enrollment. Additionally, 95% of our students are eligible for free/reduced lunch. Foerster Elementary is currently rated "C" by the Texas Education Agency, indicating that students did not meet 1 out of 3 accountability targets for which they have performance data.

The staff of Foerster Elementary consists of professionals and paraprofessionals who were 78% African American and 22% Hispanic. Of the 68 staff members, 83% were female and 17% were male. The teachers on staff had an average of 3-7 years of experience. To support our campus needs, the school has a bilingual teacher specialist and a campus discipline coordinator.

Demographics Strengths

Foerster Elementary School has the following strengths in the area of demographics:

1. The campus earned a 77 rating based on the 2022 accountability standards, which was a 6-point increase from the previous year.
2. The actual class size ratio for many of our Pre-Kindergarten through Grade 4 classes was below the 22:1 ratio.
3. All Bilingual and ESL teachers had the appropriate certifications for the classes taught.
4. We have two employees who speak two African languages that 11% of our families and students speak. They assist with high frequency words and interventions.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Low parent engagement. However, it increased from the prior year. **Root Cause:** Lack of communication and opportunities for parents to actively participate. We will be leveraging our PTO and after-school activity coordinator, wraparound specialist and counselor.

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	231	231	63	-	525	
Approaches GL or Above	128	103	21	-	252	48%
Meets GL or Above	74	48	7	-	129	25%
Masters GL	24	21	4	-	49	9%
Total Percentage Points						82%
Component Score						27

Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	2	14	14%	30%	4.2
Growth Status	13	14	93%	50%	46.5
ELP Status	0	1	0%	10%	0.0
Student Success Status	2	8	25%	10%	2.5
Closing the Gaps Score					53

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	No	No	Yes						No	Yes			No	No		
% at Meets GL Standard or Above	32%	25%	38%	*	-	83%	-	*	32%	40%	35%	*	31%	33%		
# at Meets GL Standard or Above	74	31	37	*	-	5	-	*	73	42	6	*	51	23		
Total Tests (Adjusted)	231	124	97	*	-	6	-	*	229	106	17	*	162	69		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No						No	No			No	No		
% at Meets GL Standard or Above	21%	11%	33%	*	-	50%	-	*	21%	34%	35%	*	23%	16%		
# at Meets GL Standard or Above	48	13	32	*	-	3	-	*	47	36	6	*	37	11		
Total Tests (Adjusted)	231	123	98	*	-	6	-	*	229	107	17	*	161	70		
Total Indicators																2
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	No						Yes	Yes			Yes	Yes		
Academic Growth Score	74%	82%	63%	*	-	*	-	*	74%	70%	60%	-	69%	88%		
Growth Points	91.5	55.0	31.5	*	-	*	-	*	90.5	40.5	9.0	-	59.0	32.5		
Total Tests	123	67	50	*	-	*	-	*	122	58	15	-	86	37		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes						Yes	Yes			Yes	Yes		
Academic Growth Score	75%	74%	75%	*	-	*	-	*	75%	80%	60%	-	73%	79%		
Growth Points	100.0	50.5	43.5	*	-	*	-	*	98.0	53.5	9.0	-	67.5	32.5		
Total Tests	133	68	58	*	-	*	-	*	131	67	15	-	92	41		
Total Indicators																13

Student Learning Strengths

Foerster Elementary School has the following strengths in the area of Student Learning:

1. Hispanics students scored 33% at the meets level in Math in comparison to 11% of African American students.
2. Hispanics students scored 38% at the meets level in Reading in comparison to 25% of African American students.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Only 11 percent of our African American students were at meets for Math STAAR. **Root Cause:** We are not targeting and providing the proper tier 1 instruction for these students. Interventions need to be more targeted and based on foundational TEKS.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Foerster Elementary School is guided by the district's TEKS based scope and sequence, which is housed in The Hub. During the 2021-2022 school year, all Professional Learning Communities (PLCs) were held in-person, on every Wenesday. These meetings were held under the guidance of the instructional leadership team and the schools data-driven instructional specialists. The meetings were used so teachers could analyze data, review the upcoming TEKS, create lessons and activities, and choose the appropriate form of assessment.

As expected by the district, the campus administered universal screeners at the BOY, MOY, and EOY to identify and progress monitor scholars for RTI supports. For reading and math, we used Renaissance 360 (REN360), for all scholars in grades kindergarten through fifth grade. The scholars that were identified for RTI support were provided differentiated interventions for varied duration and frequency and progress monitored based on their Tier (Tier I, Tier II, and Tier III) by classroom teachers and identified support professionals.

Foerster Elementary also had a Wraparound Specialist to assist with all non-instructional student needs. Our wraparound specialist was able to assist students and their families with food, housing, clothing, and physical health needs. Programs on the campus included Backpack Buddies from the Houston Food Bank and a partnership with the Houston ISD Police Community Outreach Responsive Engagement team.

School Processes & Programs Strengths

1. The campus has developed a more aligned curriculum.
2. The campus has developed strong relationships to assist with meeting the needs of all scholars.
3. The lesson plan feedback protocol and scheduled time allotted for that, allowed for more structure and effective feedback/collaboration.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): 4th grade transitional bilingual students were automatically placed in ESL and not bilingual 5th grade. **Root Cause:** Students were not properly tested and LPAC'd using data to determine their 5th grade placement.

Perceptions

Perceptions Summary

MISSION STATEMENT: Scholars First, No Excuses, Accountability and Flexibility for All, High Expectations

VISION STATEMENT: At Foerster Elementary, we educate all scholars by creating a community of life-long learners through high-quality, data-driven instruction across all content areas. We are committed to developing students to be college-bound and major contributors to the global workforce.

SCHOOL MOTTO: “Don’t Count the Days, Make the Days Count”

Team Foerster ES Commitments

1. We treat scholars with respect and build relationships with them. We discuss behavior with scholars privately and in a respectful manner.
2. We will remain professional to all stakeholders and value their partnerships. We provide proactive, not reactive communication with the expectation of building positive relationships with all stakeholders.
3. We are more than a team; we are a family. We collaborate and support one another because we believe they are ALL “OUR” scholars.
4. We maintain high expectations for our scholars and for ourselves. We give 100% every day and expect the same from our scholars. We support them, encourage them, and are purposeful in our instructional decisions.
5. We are open to change, growth, and strive for continual development.
6. We plan collaboratively and seek the best ideas.
7. We use flexible grouping in math and reading.
8. Lessons, assignments, and learning stations are rigorous, relevant, and engaging, without exception.
9. Lesson plans should be a tool for guiding instruction, thorough, well planned, aligned and connected to the TEKS at all times.
10. Our school wide expectations will be taught, modeled and followed by all. The use of common language helps our scholars experience success behaviorally AND academically. We are overwhelmingly positive and work to catch our scholars being excellent.

Perceptions Strengths

Foerster E.S. strengths include:

1. Collaborative planning
2. School leaders set and inspect high expectations for teachers and students
3. Teachers are held accountable for high quality instruction
4. Students are held accountable for improved performance
5. Scholars are at the core of all decision making

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Campus and district personnel identifying the ESL population as only Hispanic. **Root Cause:** The teachers were not properly trained to instruct all ESL students. The limited training they received was not the best practice for all English Learners.

Priority Problems of Practice

Problem of Practice 2: Low parent engagement. However, it increased from the prior year.

Root Cause 2: Lack of communication and opportunities for parents to actively participate. We will be leveraging our PTO and after-school activity coordinator, wraparound specialist and counselor.

Problem of Practice 2 Areas: Demographics

Problem of Practice 1: Only 11 percent of our African American students were at meets for Math STAAR.

Root Cause 1: We are not targeting and providing the proper tier 1 instruction for these students. Interventions need to be more targeted and based on foundational TEKS.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: 4th grade transitional bilingual students were automatically placed in ESL and not bilingual 5th grade.

Root Cause 3: Students were not properly tested and LPAC'd using data to determine their 5th grade placement.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Campus and district personnel identifying the ESL population as only Hispanic.

Root Cause 4: The teachers were not properly trained to instruct all ESL students. The limited training they received was not the best practice for all English Learners.

Problem of Practice 4 Areas: Perceptions

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Running Records results
- Observation Survey results
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment 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
- Communications 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 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 35% by the Spring of 2023.


Strategic Priorities:







Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1: The percentage of 3rd Grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on the Reading Interim Assessment will be at 30% in Winter 2022.

Evaluation Data Sources: TEA Interim Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: A schoolwide intervention block will be embedded on the master schedule for all students.</p> <p>Strategy's Expected Result/Impact: Student performance on the Reading Interim Assessment will show at least a 8 % increase at the Meets Grade Level Standard.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal DDIS Reading Teacher Specialist</p> <p>Action Steps: 1. Create master schedule with intervention block. 2. Create RTI tier systems to group students for intervention. 3. Allow teachers planning time to prepare intervention lessons and strategies for intervention period. 4. Use district RTI intervention progress monitoring system to monitor how students are progressing. 5. Create intermittent campus assessments that mirror the STAAR test.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Focusing on T2 and T3 interventions through small group guided reading and RTI interventions daily. Strategy's Expected Result/Impact: Students will improve their academic reading levels and comprehension. Staff Responsible for Monitoring: Teachers Reading lab teacher Reading Specialist IAT Coordinator Action Steps: Monthly Data meetings to set goals for each student/grade level. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: T2 and T3 students will be progress monitored monthly through informal Running Records. Strategy's Expected Result/Impact: Students will improve fluency and reading comprehension and advance academic reading level. Staff Responsible for Monitoring: Teacher Reading Lab Teacher Reading Specialist IAT Coordinator Action Steps: Create T2 and T3 students' roster Create interventions progress monitoring schedule Monthly Reading data PLCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 mathematics as measured by the Meets Grade Level Standard on the Mathematics STAAR will increase from 16% to 25% in Spring 2023.

Strategic Priorities:


Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent







Measurable Objective 1: The percentage of 3rd Grade students performing at or above grade level in mathematics as measured by the Meets Grade Level Standard on the Mathematics Interim Assessment will increase from 16% to 20% in Winter 2022.

Evaluation Data Sources: Interim Assessments

Common Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: A schoolwide Math common assessment will be conducted every third Thursday. Strategy's Expected Result/Impact: Increase the Meets Grade Level Standard for Math. Staff Responsible for Monitoring: Principal Assistant Principal Teacher Math Specialist Math Lab Teacher Action Steps: Data analysis during PLCs Teacher/Student conferences Teacher's action plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Students will attend after school tutorials, pull outs, T2 and T3 small group interventions. Strategy's Expected Result/Impact: African American students will increase the Meets grade level standards. Staff Responsible for Monitoring: Principal Assistant Principal Math Specialist Math Lab teacher Academic Tutors Action Steps: Data analysis during PLCs Teacher/Student conferences Teacher's action plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students will attend after school and Saturday tutorials, pull outs, Students in RTI T2 and T3, will receive 60 or 90 minutes of small group interventions weekly. Students will complete 30 lessons in Imagine Math by Spring 2023. Strategy's Expected Result/Impact: Close the achievement gap at the Meets Grade Level Standard. Staff Responsible for Monitoring: Principal Assistant Principal Math Specialist Math Lab teacher Academic Tutors Action Steps: Data analysis during PLCs Teacher/Student conferences Teacher's action plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: MATH- The percentage of 4th Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR Math will increase by 9 percentage points from 16% in Spring 2022 to 25% in Spring 2023.

MATH - The percentage of 5th Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR Math will increase by 11 percentage points from 14% in Spring 2022 to 25% in Spring 2023.


Strategic Priorities:







Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 25% of students will move up a Tier from T2 to T1 and T3 to T2 from BOY -MOY- and EOY

Evaluation Data Sources: Formative /Summative Assessments- R360-OnTrack reports

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will improve their academic achievement by each assessment administration and from BOY to EOY. Parents will be involved in the process of monitoring students' academic improvement.</p> <p>Strategy's Expected Result/Impact: Students will move Tiers after receiving targeted interventions. Teachers will provide students' progress information during teacher-parent conference.</p> <p>Staff Responsible for Monitoring: Teachers, teacher specialists, interventionists, principal, and administration team.</p> <p>Action Steps: Teachers will implement strategic tiered interventions Teacher specialist will analyze data and provide feedback to tutors and interventionist Parent meetings in regards to assessments and academic progress</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details		Reviews			
Strategy 2: Campus wide intervention block to target priority TEKS. Small group tiered interventions daily with fidelity. After school and Saturday tutorials. Highly effective instruction in the classrooms. Strategy's Expected Result/Impact: Students will improve their performance on STAAR assessments by the spring of 2023. Staff Responsible for Monitoring: Teachers, teacher specialist, interventionist, tutors, principal, and administration team. Action Steps: Strategic interventions- small group documentation- Data analysis PLCs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Campus wide intervention block to target specific objectives. Small group tiered interventions daily. Increase participation in After school and Saturday tutorials. Highly effective instruction in the classrooms. Strategy's Expected Result/Impact: Students in 5th grade will perform at the Meets level on STAAR by the spring of 2023. Staff Responsible for Monitoring: Teachers, teacher specialist, principal, and administration team. Action Steps: Progress monitoring and check in points Data and Interventions PLCs Data tracking Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessment will increase 10 percentage points from 35% to 45% in spring 2023.

Strategic Priorities:

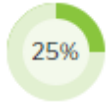
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent







Measurable Objective 1: The percentage of students receiving special education services, reading at or above grade level as measured by the Meets Grade Level Standard on the Interim Assessment will from 35% to 40% by January 2023.

Evaluation Data Sources: Common Assessments

Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will increase usage of specific online programs. In addition, the campus' focus will be to incorporate writing in all content areas and the implementation of Shelter Instruction with fidelity. Strategy's Expected Result/Impact: Students receiving special education will advance and achieve their IEP's Staff Responsible for Monitoring: SPED teacher and TA's, Interventionist, Resource Teacher, Admin Staff Action Steps: Implementation of SPED HISD curriculum IEP's implementation daily T2 and T3 interventions Parent's conferences Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Monitoring the progress with the SPED resource teacher and having bi-weekly meetings to verify status of ARDS and IEP implementations. Strategy's Expected Result/Impact: 100% ARDs and IEPs are in compliance Staff Responsible for Monitoring: Admin SPED Teachers SPED Resource Teacher Action Steps: Schedule bi-weekly meetings, access to easy IEP. Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Provide Saturday tutorials that focus on the students that receive services through the Special Ed department. Strategy's Expected Result/Impact: Increase in the number of students meeting their growth measure. Staff Responsible for Monitoring: General Ed Teacher Resource Teacher SPED Teacher Admin Action Steps: Identifying students, Reading and understanding the IEPs Creating an intervention plan and tutorial schedule for those students. Schedule meetings to discuss SPED progress Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					


Board Goal 5: N/A - Additional Campus Goals







Goal 1: ATTENDANCE

Measurable Objective 1: The attendance rate for the 2022-2023 school year will increase from 82% to 92% by May 31, 2023.

Evaluation Data Sources: Daily Attendance Logs

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Increase students attendance rate by closely monitoring daily attendance. Strategy's Expected Result/Impact: Increase students attendance rate to achieve a campus distinction. Staff Responsible for Monitoring: SIRS Attendances Clerk Administration Wrap-Around Counselor Teachers Action Steps: Establish weekly rewards for teachers, students and class. Host attendance Assembly Home visits Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					



Strategy 2 Details	Reviews			
Strategy 2: Call parents for students that are absent before the end of the day. Strategy's Expected Result/Impact: Increase daily attendance Staff Responsible for Monitoring: SIR Counselor Wraparound Action Steps: Compile absentee list Call parents Log phone calls Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Create a campus wide reward system for students that have perfect attendance every 6 weeks cycle. Strategy's Expected Result/Impact: Increase student attendance every 6 weeks. Staff Responsible for Monitoring: SIR Counselor Wraparound TI Coordinator Action Steps: Create a campus wide reward system 1 assembly ever 3 weeks to emphasize the rewards Promote rewards for attendance on media platforms, ex. Class Dojo, etc.	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

Measurable Objective 1: Students referrals will decrease by 50% during the 2022-2023 school year.

Evaluation Data Sources: Referral reports from Connect

Strategy 1 Details	Reviews			
Strategy 1: Incorporate campus wide Discipline Plan. Strategy's Expected Result/Impact: Reduce the number of referrals to increase student performance. Staff Responsible for Monitoring: Discipline Committee Behavior Interventionist Counselor Wrap-Around Teachers Admin Action Steps: SEL PD and Implementation Create and implement a discipline referral system. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire and train a discipline coordinator Strategy's Expected Result/Impact: Reduce the number of discipline referrals. Staff Responsible for Monitoring: Principal AP Discipline Coordinator Action Steps: Recruit a discipline coordinator Train them in the needs of the campus Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create a campus-wide discipline tracking program Strategy's Expected Result/Impact: Improve student behavior Improve communication and parent involvement Staff Responsible for Monitoring: Discipline Coordinator Clerk Admin Team Action Steps: Study best practices for campus wide discipline plans complete discipline needs assessment for the campus Title I: 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: Special Population students, including dyslexia, GT, and resource students, will grow at least one year's academic progress on STAAR by the end of 2023.

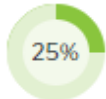
Evaluation Data Sources: BOY-MOY-EOY







Progress monitoring

Formative Assessments

STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Small group tiered interventions, campus wide strategic intervention plan.</p> <p>Strategy's Expected Result/Impact: Student academic improvement on STAAR.</p> <p>Staff Responsible for Monitoring: Sped teachers, Sped Chair person, Dyslexia interventionist, Sped TA's.</p> <p>Action Steps: Implementation of the HISD Sped Curriculum with fidelity. Interventions progress monitoring, providing specific interventions that target IEPs.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide Saturday tutorials that focus on the students that receive services through the Special Ed department. Strategy's Expected Result/Impact: Increase in the number of students meeting their growth measure. Staff Responsible for Monitoring: General Ed Teacher Resource Teacher SPED Teacher Admin Action Steps: Identifying students, Reading and understanding the IEPs Creating an intervention plan and tutorial schedule for those students. Schedule meetings to discuss SPED progress Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor progress of students T2 and T3, recommended for Reading and Math RTI and IAT on the ITR report. Strategy's Expected Result/Impact: Students consistent academic progress. Staff Responsible for Monitoring: Teachers IAT Coordinator Teacher Specialists Tutors Action Steps: Enter students in RTI in Power Teacher Pro PLCs to Monitor progress every 6 weeks Provide small group interventions T2 60 minutes and T3 90 minutes	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals



Goal 4: PARENT and COMMUNITY ENGAGEMENT






Measurable Objective 1: Increase parent engagement and participation from 5% to 10%.

Evaluation Data Sources: Sign-in sheets

Surveys

VIPS

Strategy 1 Details	Reviews			
Strategy 1: Provide multiple opportunities for parents to participate in campus activities. Strategy's Expected Result/Impact: Increase parental involvement Staff Responsible for Monitoring: Teachers Staff All Stakeholders Action Steps: Create monthly activity calendars and share with parents through social platforms. Active PTO and Wraparound Services. Collaboration with FACE and Business Partners Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Target male guardians with activities that will improve male guardian participation Strategy's Expected Result/Impact: Parental involvement in students' education Staff Responsible for Monitoring: TI Coordinator Wraparound Coordinator Counselor Admin/Teachers Action Steps: Schedule monthly parent meetings to address academics and student's expectations Keep parents informed of promotion standards Conduct survey with male guardians to identify activities that will increase their engagement. Host donuts with "dudes" at least six times throughout the year.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Increase parental engagement through expanding the PTO Strategy's Expected Result/Impact: To provide a forum for constructive communication and decision-making between parents Teachers, and administration for cooperative resolution of school problems. Staff Responsible for Monitoring: Principal TI Coordinator Wraparound Coordinator Counselor PTO Officers Action Steps: Schedule PTO meetings every three weeks Coordinate events with TI coordinator and PTO Collaborate with PTO in all school events VIPS registration and coordination		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals



Goal 5: MANDATED HEALTH SERVICES






Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The nurse will conduct vision and hearing screeners on a daily basis, schedule data entry results in the HISD Connect system. Strategy's Expected Result/Impact: 100% update immunization by October 23, 2022 Staff Responsible for Monitoring: Principal Assistant Principal Action Steps: Schedule screeners Data entry schedule Compliance courses and deadlines	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Auditing all student folders for compliance every quarter Strategy's Expected Result/Impact: For the campus to be in 100% compliance Staff Responsible for Monitoring: Nurse Clerk Action Steps: Organization and system for filing student folders. Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Nurse will facilitate a Wellness Fair Strategy's Expected Result/Impact: Increase parent engagement and bring awareness to personal health Staff Responsible for Monitoring: Nurse Admin Team Action Steps: Schedule Date Create agenda Title I: 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	A schoolwide intervention block will be embedded on the master schedule for all students.
5	2	1	2	Hire and train a discipline coordinator
5	2	1	3	Create a campus-wide discipline tracking program

State Compensatory

Budget for 271 Foerster Elementary School

Total SCE Funds: \$4,316.64

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Some of the funds will be allocated for reading materials. Some of the funds will be allocated for general school supplies.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

- Increase the teachers' capacity in lesson planning and creating aligned exit tickets
- Tier 1 instruction that focuses on moving the students to meets and masters
- Increase the frequency of sheltered instruction training for teachers, which will assist with the growth in the EL population
- Increase the meets percentage of African American students in Math
- Increase the amount of students that increase one proficiency level on TELPAS
- Reduce discipline referrals by 50%
- Provide positive praise training for teachers and admin
- Provide more technology for students to practice STAAR test taking strategies.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Coffee with the Principal

Open House 9/22

Donuts with Dudes -9/20

Muffins with Ma'ams -12/14

Title I Meeting 10/19

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Campus needs assessments, parent surveys, formative assessments, summative assessments, SDMC minutes and culture/ climate surveys.

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

The SIP is available to parents in the following locations:

School Website

Front Office (Hard copy)

The SIP was made available to parents by:

School Website

Front Office (Hard copy)

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these school-wide reform strategies:

- Dedicated interventions blocks outside of core-content blocks embedded in the master schedule
- School-wide focus on checking for understanding and differentiation (professional development, observations, coaching/feedback)
- In-school tutoring provided by consultants and volunteers
- Targeted after-school and weekend tutorials provided by classroom teachers and tutoring services

2.5: Increased learning time and well-rounded education

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

Dedicated interventions blocks outside of core-content blocks embedded in the master schedule

In-school tutoring provided by consultants and volunteers

After-school and weekend tutorials provided by classroom teachers

Campus-wide focus on maximizing instructional time

Field lessons

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

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

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs
- Targeted intervention after-school and in-school pullouts

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

STAAR Results

REN 360 Results

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent
- Teachers
- Administrators
- Community members

The PFE was distributed

- On the campus website
- Presented during T1 Parent meeting

The languages in which the PFE was distributed include

- English/ Spanish

Four strategies to increase Parent and Family Engagement include:

- T1 Parent Meetings
- PTO
- FACE Parent Workshops
- VIPS in schools

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - 9.20
- Meeting #1 Alternate -9/21
- Meeting #2 - 11/17
- Meeting #2 Alternate - 11/18
- Meeting #3 - 2/1
- Meeting #3 Alternate - 2/2
- Meeting #4 - 4/26
- Meeting #4 Alternate - 4/27

Coffee with the principal: 3rd Thursday of every month.

5. Targeted Assistance Schools Only

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

The criteria used to select students to receive services funded by title 1 Part A funds are STAAR, TELPAS and REN 360 results.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessie Angelle	Teacher Intervention Math Title 1		100%
Sabrina Washinton	Tchr C lass Size Reduct Gen-Ttl1		100%

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"/>
