

Houston Independent School District
123 Codwell Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

In 2022-2323 School year Codwell Elementary began to implement the use of high-quality instructional material through the district pilot of Texas Amplify. We used the reading curriculum alongside of district created assessment and daily assessment know as the demonstration of learning to assess mastery of the learning objectives. This year will be our first implementation of the Eureka Math Curriculum. Teachers are being trained and supported to deep internalize lesson plans and material to ensure alignment and effective delivery. Teachers undergo a process to unpack TEKS through backwards planning starting with the daily assessment then using lead4ward to address misconception, identify what's student should know and show and then creating an exemplar of student expectations. Students are also assessed at the midpoint and the end of each unit and module. This data is used to make informed decisions about reteaching lessons, planning for small group and interventions to close gaps. The implementation of these practices have supported our campus to achieve at student academic performance and growth on the State Assessment STAAR.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Student Learning Summary In the TEA report card 2021-2022: Codwell Elementary earned a B rating

It is the school's expectation that every student is provided the opportunity to maximize their potential to successfully participate and compete as a member of our global society. The instructional staff is committed to delivering rigorous teaching that will in turn impact improved student learning and achievement.

In Domain 1 student Achievement shows 59%. Based on data from Domain 1 it continues to be a campus focus as we have shown consistent growth of students over the past two years. We have closed gaps to achieve in Domain 1. If we meet our goals in Domain 1 we will meet our Domain 3 indicators as well as Domain 2 part A & B.

In reference to Domain 2a. Codwell achieved a scaled score of 93% where we made great growth gains. Codwell achieved a school progress scaled score of 89. This means we grew many of our students. While we grew students, we also increased our Domain 3 scores by sub pops and achieved closing gaps more for these groups receiving a distinction in Domain 3 Comparative Academic Growth. As we grew students in Domain 2 we also increased our scores in all performance levels of Domain 1.

Codwell has shown a strength over the past 3 years to grow scholars academically. Scholars typically perform better at reading than in math.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): Improvements needed for the implementation of tier one instruction and an increase of meets and masters student achievement. High Quality Instructional Materials were needed in math to ensure rigorous instruction and research based strategies are consistently implemented. **Root Cause:** Need to develop the Instructional leadership team's capacity to improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps. The need to increase staff capacity to raise the level of student-teacher engagement by using Multiple Response Strategies frequently throughout instruction.

School Culture and Climate

School Culture and Climate Summary

School perceptions have been positive overall, and parents and community seem to be happy with the culture and climate developed at Codwell Elementary. The campus staff is highly active in school activities and the campus PTO. The campus has a 95% retention rate with only 1 first year teacher. the key to moving student attention at Codwell is teacher retention and community support. The campus has rallied around the fine arts magnet program. Such programs as Violin, Marching Band, Dance and a host of athletics and academics, has brought out much more parent support than in previous year. This has also allowed for an increase in enrollment from 325 in 2022-2023 to 349 in 2023-2024 school year. In addition, parents work different schedules and that becomes a barrier to come and attend school meetings of belonging. Student behavior issues are very mild at Codwell. Codwell is a leader in me school which focuses on proactive positive behavior based on the 7 habits of highly effective people. In fact, suspensions decreased from 15 the previous year to only five in the last school year. Many of our teachers are veterans and have been teaching in the Codwell community for many years and have roots in the South Side community. Teachers work together and this new school year will focus on closing student gaps.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Student enrollment has increased due to magnet transfers. The Fine Arts Magnet Program attracts more students.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: While student attendance is increasing, it is still below the 98% goal. **Root Cause:** We need to help parents understand the importance of students coming to school every day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Data from the 2022-2023 school year teacher appraisal reflected the need for our teacher to increase their capacity around intentional planning and delivery of high-quality instruction. The data also showed the need for teacher to be supported with differentiation and implementing academic and behavior interventions. Weekly we provide after school professional development to building teacher capacity with the use of high-quality instructional material. We allow for deep internalization and lesson rehearsal. With the use of the spot observation/ Walkthrough rubric and The Get Better Faster scope and sequence, we aim to provide teachers with immediate bite size measure feedback and actions steps that help to build teacher capacity in the moment. Our teacher love coming to work which is why Codwell has a 90% teacher attendance rate. Having a small school feel with direct support has been a positive with recruitment and retaining teachers. Over the past three years, 4 teachers have been recruited from college and began their teacher carriers and teacher assistants and support staff here at Codwell. Growing our own has been a positive approach to recruiting teachers and retaining.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

One effective way the campus was able to recruit and retain teachers in by leveraging funds to provide in state and out of state professional development. One root cause for teachers to leave schools is competitive salaries in the district as well as competing districts in the area. One way to combat teacher leaving is to provide them with summer professional development where they can share best practices with educators from around the country. Some of the national professional development conference that teachers attended included NCTE,NCTM, Innovative schools summit, NABSE, TAABSE, HAABSE.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: The problem of practice with recruitment is competitive salaries and compensation not only at school programs in HISD but also competitive salaries in surrounding areas. **Root Cause:** Traditionally teacher salaries in the district have been lower than surrounding districts.

Parent and Community Engagement

Parent and Community Engagement Summary

Here at Codwell Elementary the SDMC is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the School Improvement plan (SIP) as necessary. The committee consists of parents, teachers, non-instructional staff, and community partners. Improvement efforts will focus on increased parental involvement. Our SDMC meetings, creates a engaging space for our business partners, philanthropic organizations and individuals to have a saying in the school decisions. They happen four times a year. Level of support from our community to Codwell: The Codwell SDMC includes parents, teachers, and community members as outlined by TEA. The SDMC operates throughout the year in an advisory capacity in addition to the work during the comprehensive needs assessment process. The ongoing work includes discussion of culture and climate issues regarding expectations and values as well as safe and disciplined environment that is conducive to teaching and learning. Data was gathered from parents, staff, parents who have had children previously attend Codwell elementary, and FACE parent survey 2022-2023 school year to determine strengths and needs in the overall climate and family/community involvement of Codwell Elementary. Parent feedback is also receive ongoingly using the Possip survey. Families indicated one strength is Codwell is a family friendly school who believes in focusing on whole child. How is conflict resolved? We practice Leader In Me and utilize Leader In Me kits for our SEL at Codwell. Scholars participate every week in discussions with themes that matter to them. When a conflict occurs a mediation and a circle takes place between the scholars and the counseling team. We strongly believe in the Leader In Me practices vs punitive practices. We also practice circles among faculty and staff when issues arise. We strongly believe in creating a safe space for everyone to be vulnerable and come together to find a win win solution. Staff turnover and how it compares with previous year? Codwell Elementary has experienced a higher turnover of staff and faculty in comparison from last year. Staff mentoring: All new teachers at Codwell Elementary are assigned a mentor that meets with the new teachers on a weekly basis. In addition, there is a mentor-ship and coaching between appraisers and staff. Parent/ Guardian/ Community participation rates: During all our meeting with parents, parents are invited to fill in an attendance form to keep track of participation and involvement.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Codwell Elementary has a sense of belonging and have roots in the South Side community. Teachers work together and this new school year with the implementation of:

-Book Fairs

-Fall Festival

Weekly Newsletter

Class Dojo

Athletic Programs

Social Media

-Coffee with the Principal

-Codwell Elementary programs (Hispanic Heritage, Winter, Black History)

-Codwell Elementary GT Expos

-Codwell Elementary Monthly (theme writings)

-Community Partnerships (Fresh Veggies)

-After school tutorials & Clubs

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: For building the whole child, parents must be an integral part of their student's education by becoming aware of how they can assist their children at home. Building strong parental involvement is key at Codwell Elementary and providing a wide array of opportunities for parents to be part of the school community. **Root Cause:** Parents at Codwell Elementary do not know how they can be true partners in their child's education. t and Community Engagement Problem of Practice and Root causes

Priority Problems of Practice

Problem of Practice 1: Improvements needed for the implementation of tier one instruction and an increase of meets and masters student achievement. High Quality Instructional Materials were needed in math to ensure rigorous instruction and research based strategies are consistently implemented.

Root Cause 1: Need to develop the Instructional leadership team's capacity to improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps. The need to increase staff capacity to raise the level of student-teacher engagement by using Multiple Response Strategies frequently throughout instruction.

Problem of Practice 1 Areas: Student Achievement

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Key Actions

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By December 2023, 100% of teachers will be proficient with using the lesson internalization protocol to successfully plan high-quality instruction that leads 80% of students to mastery of the daily objective. This will be measured by using the metrics of the lesson internalization rubric.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Develop the lesson internalization protocol and rubric. Train staff of Lesson Internalization Protocol. Calendar weekly spot observations with teacher evaluation rubric focus. Calendar PLCs and lesson rehearsals. Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars. Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas. ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers. ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback. ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson.	Formative			Summative
	Feb	Mar	Apr	June

Implement NWEA progress monitoring plan.

Staff Actions

Analyze data and align data to lesson internalization.

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Indicator of Success 2: By January 2024, 83% of the teachers will be proficient or higher in the delivery of high-quality math and reading instruction with the HQIM Curriculum as measured by the Purposeful Instruction section in the HISD spot observation form.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Develop the lesson internalization protocol and rubric. Train staff of Lesson Internalization Protocol. Calendar weekly spot observations with teacher evaluation rubric focus. Calendar PLCs and lesson rehearsals. Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars. Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas. ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers. ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback. ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson. Implement NWEA progress monitoring plan. Staff Actions Analyze data and align data to lesson internalization.	Formative			Summative
	Feb	Mar	Apr	June

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Indicator of Success 3: Based on the Reading STAAR data from 2022-2023 school year, students performing at or above grade level will increase by: * Meets- from 28% to 56 % * Masters- from 4% to 10 %.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions	Formative			Summative
	Feb	Mar	Apr	June
<p>Develop the lesson internalization protocol and rubric.</p> <p>Train staff of Lesson Internalization Protocol.</p> <p>Calendar weekly spot observations with teacher evaluation rubric focus.</p> <p>Calendar PLCs and lesson rehearsals.</p> <p>Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars.</p> <p>Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas.</p> <p>ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers.</p> <p>ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback.</p> <p>ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson.</p> <p>Implement NWEA progress monitoring plan.</p> <p>Staff Actions</p> <p>Analyze data and align data to lesson internalization.</p>				

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Indicator of Success 4: Based on the Math STAAR data from 2022-2023 school year, students performing at or above grade level will increase by: * Meets- from 17 % to 34 % * Masters- from 4 % to 10%.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions	Formative			Summative
	Feb	Mar	Apr	June
<p>Develop the lesson internalization protocol and rubric.</p> <p>Train staff of Lesson Internalization Protocol.</p> <p>Calendar weekly spot observations with teacher evaluation rubric focus.</p> <p>Calendar PLCs and lesson rehearsals.</p> <p>Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars.</p> <p>Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas.</p> <p>ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers.</p> <p>ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback.</p> <p>ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson.</p> <p>Implement NWEA progress monitoring plan.</p> <p>Staff Actions</p> <p>Analyze data and align data to lesson internalization.</p>				

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Indicator of Success 5: The percent of students meeting their projected growth on the Reading NWEA assessment will increase by 40 % from BOY to MOY and 60 % from MOY to EOY. Resulting in 90% of students meeting yearly growth targets of at least 1 grade level.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions	Formative			Summative
	Feb	Mar	Apr	June
<p>Develop the lesson internalization protocol and rubric.</p> <p>Train staff of Lesson Internalization Protocol.</p> <p>Calendar weekly spot observations with teacher evaluation rubric focus.</p> <p>Calendar PLCs and lesson rehearsals.</p> <p>Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars.</p> <p>Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas.</p> <p>ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers.</p> <p>ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback.</p> <p>ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson.</p> <p>Implement NWEA progress monitoring plan.</p> <p>Staff Actions</p> <p>Analyze data and align data to lesson internalization.</p>				

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 1: Improve the quality of instruction by providing effective, on grade level, first instruction through the implementation of Science of Reading and Math High Quality Instructional Materials with differentiated supports to increase mastery level of achievement and close achievement gaps.

Indicator of Success 6: The percent of students meeting their projected growth on the Math NWEA assessment will increase by 40 % from BOY to MOY and 60 % from MOY to EOY. Resulting in 90% of students meeting yearly growth targets of at least 1 grade level.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions	Formative			Summative
	Feb	Mar	Apr	June
<p>Develop the lesson internalization protocol and rubric.</p> <p>Train staff of Lesson Internalization Protocol.</p> <p>Calendar weekly spot observations with teacher evaluation rubric focus.</p> <p>Calendar PLCs and lesson rehearsals.</p> <p>Leadership team will analyze Demonstration of Learning data to support teachers with making adjustments to lesson planning and delivery to meet the needs of scholars.</p> <p>Instructional Leader Team (ILT) will meet to discuss instructional practices, rubrics and lesson plans to create a lesson plan vetting form that is aligned across all subject areas.</p> <p>ILT will plan a PLC and model how the lesson plan vetting form will be used to provide weekly feedback to teachers.</p> <p>ILT will review lesson plans weekly through use of the lesson plan vetting document and providing them with feedback.</p> <p>ILT will have a set schedule for reviewing lesson plans no later than 12:00 PM weekly on Fridays to allow teachers time in their work day to make the adjustments to their lesson.</p> <p>Implement NWEA progress monitoring plan.</p> <p>Staff Actions</p> <p>Analyze data and align data to lesson internalization.</p>				

Attend professional development for Lesson Internalization Protocol.

Attend weekly planning sessions with Content Lead.

Reflect on weekly spot observation/feedback with appraiser.

Attend PLCs and lesson rehearsals.

Use of lead4ward field guides and frequency distribution tables to identify priority tested TEKS and develop action plans to address past student trends.



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: By September 2023, 80% of teachers will be able to use high-quality internalization to develop sequenced and aligned lessons that lead students towards mastery of the DOL and daily objective.

Specific Action 1 Details		Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>As an additional means of support, the campus leadership team and administration will provide teachers instructional feedback on the following domains in order to address the level of rigor in each: lesson objective, demonstration of learning, purposeful instruction, and engagement.</p> <p>The ILT will review and provide feedback on weekly internalized lesson plans to specifically address the rigor and alignment of lesson objectives, demonstrations of learning, instructional strategies/activities, student engagement activities (including MRS), assessments (formative/summative), and differentiated instruction, and tiered interventions for our at-risk students.</p> <p>During PLC's and planning sessions, the ILT will model lesson internalization protocols specific instructional strategies to assist teachers in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skill.</p> <p>Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form.</p> <p>Train teachers on the instructional expectations outlined in the spot observations.</p> <p>For select teachers, provide expert professional development on literacy and/or mathematics and how to teach math and reading to students who are behind in proficiency.</p> <p>Conduct daily Quality of Instruction Pulse Checks to calibrate and provide in the moment coaching to teachers.</p> <p>Staff Actions</p>		Formative			Summative
		Feb	Mar	Apr	June

During PLC's and planning sessions teachers will rehearse lesson internalization protocols, specific instructional strategies proving practice in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skills.

Based on lesson plan feedback provided by the instructional leadership team, teachers will adjust lesson plans and implement changes in future lessons to address rigor, alignment, differentiated instruction, instructional strategies, interventions, and formative and summative assessments.

Teachers will adjust and implement instructional strategies to reflect the feedback provided by the instructional leadership team on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement.

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Key Action 2: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 2: By October 2023, 64% of teachers will receive a score of 1.5 or higher on the use of objective-aligned engagement activities. By February 2024, 81% will receive a score of 1.75 or higher on the use of objective aligned engagement activities; and by April 2024, 91% will receive a score of 2.0 on the use of objective aligned engagement activities.

Specific Action 1 Details		Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions As an additional means of support, the campus leadership team and administration will provide teachers instructional feedback on the following domains in order to address the level of rigor in each: lesson objective, demonstration of learning, purposeful instruction, and engagement. The ILT will review and provide feedback on weekly internalized lesson plans to specifically address the rigor and alignment of lesson objectives, demonstrations of learning, instructional strategies/activities, student engagement activities (including MRS), assessments (formative/summative), and differentiated instruction, and tiered interventions for our at-risk students. During PLC's and planning sessions, the ILT will model lesson internalization protocols specific instructional strategies to assist teachers in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skill. Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form. Train teachers on the instructional expectations outlined in the spot observations. For select teachers, provide expert professional development on literacy and/or mathematics and how to teach math and reading to students who are behind in proficiency. Conduct daily Quality of Instruction Pulse Checks to calibrate and provide in the moment coaching to teachers. Staff Actions During PLC's and planning sessions teachers will rehearse lesson internalization protocols, specific instructional strategies		Formative			Summative
		Feb	Mar	Apr	June

proving practice in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skills.

Based on lesson plan feedback provided by the instructional leadership team, teachers will adjust lesson plans and implement changes in future lessons to address rigor, alignment, differentiated instruction, instructional strategies, interventions, and formative and summative assessments.

Teachers will adjust and implement instructional strategies to reflect the feedback provided by the instructional leadership team on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement.

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No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 3: By December 2023, the instructional leadership team will have conducted 4 classroom spot-on observations for all core and special education teachers, and at least 2 spot-on observations for core enrichment teachers, resulting in 100% of our teachers receiving feedback and defining key action steps for the teacher to reflect on and implement to improve the quality of instruction. By May 2024, 100% of our core and special education teachers will have received 8 spot observations, and at least 4 spot-on observations for core enrichment teachers, resulting in 100% teachers receiving feedback and defining key action steps for the teacher to reflect on and implement to improve the quality of instruction

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions	Formative			Summative
	Feb	Mar	Apr	June

As an additional means of support, the campus leadership team and administration will provide teachers instructional feedback on the following domains in order to address the level of rigor in each: lesson objective, demonstration of learning, purposeful instruction, and engagement.

The ILT will review and provide feedback on weekly internalized lesson plans to specifically address the rigor and alignment of lesson objectives, demonstrations of learning, instructional strategies/activities, student engagement activities (including MRS), assessments (formative/summative), and differentiated instruction, and tiered interventions for our at-risk students.

During PLC's and planning sessions, the ILT will model lesson internalization protocols specific instructional strategies to assist teachers in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skill.

Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form.

Train teachers on the instructional expectations outlined in the spot observations.

For select teachers, provide expert professional development on literacy and/or mathematics and how to teach math and reading to students who are behind in proficiency.

Conduct daily Quality of Instruction Pulse Checks to calibrate and provide in the moment coaching to teachers.

Staff Actions

During PLC's and planning sessions teachers will rehearse lesson internalization protocols, specific instructional strategies proving practice in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skills.

Based on lesson plan feedback provided by the instructional leadership team, teachers will adjust lesson plans and implement changes in future lessons to address rigor, alignment, differentiated instruction, instructional strategies, interventions, and formative and summative assessments.

Teachers will adjust and implement instructional strategies to reflect the feedback provided by the instructional leadership team on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement.

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No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 2: Improve the quality of instruction by implementing a system for continuous instructional feedback, coaching, reflection, and action steps using the district's spot observation rubric.

Indicator of Success 4: By December 2023, 60% of the scores on the spot-on observations conducted by district personnel will be proficient or higher. That percentage will increase to 80% by May 2024.

Specific Action 1 Details		Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>As an additional means of support, the campus leadership team and administration will provide teachers instructional feedback on the following domains in order to address the level of rigor in each: lesson objective, demonstration of learning, purposeful instruction, and engagement.</p> <p>The ILT will review and provide feedback on weekly internalized lesson plans to specifically address the rigor and alignment of lesson objectives, demonstrations of learning, instructional strategies/activities, student engagement activities (including MRS), assessments (formative/summative), and differentiated instruction, and tiered interventions for our at-risk students.</p> <p>During PLC's and planning sessions, the ILT will model lesson internalization protocols specific instructional strategies to assist teachers in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skill.</p> <p>Provide on-the-job coaching regularly (almost daily) and written feedback at least once a month for every teacher using the spot observation form.</p> <p>Train teachers on the instructional expectations outlined in the spot observations.</p> <p>For select teachers, provide expert professional development on literacy and/or mathematics and how to teach math and reading to students who are behind in proficiency.</p> <p>Conduct daily Quality of Instruction Pulse Checks to calibrate and provide in the moment coaching to teachers.</p> <p>Staff Actions</p> <p>During PLC's and planning sessions teachers will rehearse lesson internalization protocols, specific instructional strategies proving practice in providing more rigorous instruction, increased student engagement (goal set at 100%), and questioning techniques to allow students to use their higher-level thinking skills.</p>		Formative			Summative
		Feb	Mar	Apr	June

Based on lesson plan feedback provided by the instructional leadership team, teachers will adjust lesson plans and implement changes in future lessons to address rigor, alignment, differentiated instruction, instructional strategies, interventions, and formative and summative assessments.

Teachers will adjust and implement instructional strategies to reflect the feedback provided by the instructional leadership team on SPOT observations and through collaborative department planning to address lesson objectives, demonstration of learning, purposeful instruction, and engagement.





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Key Action 3: Build staff capacity to raise the level of student-teacher engagement using Multiple Response Strategies.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By the end of September 2023, 100% of teachers will be trained and proficient with using the lesson internalization protocol to incorporate at least three of the "Codwell Five" multiple response strategies during their lessons. This will be measured by the lesson internalization protocol rubric.

Specific Action 1 Details	Reviews			
Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective? School Leaders' Actions Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle. Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement. Conduct SPOT observations to observe implementation and 100% student engagement. Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies. Staff Actions Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle. Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement. Conduct SPOT observations to observe implementation and 100% student engagement. Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Key Action 3: Build staff capacity to raise the level of student-teacher engagement using Multiple Response Strategies.

Indicator of Success 2: By the end of December 2023, 80% of teachers will receive a "2" or higher on the use of multiple response strategies as measured by the spot-on observation rubric observed by the building leadership team. This percentage increases to 100% by February 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p> <p>Staff Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Key Action 3: Build staff capacity to raise the level of student-teacher engagement using Multiple Response Strategies.

Indicator of Success 3: By December 2023, 80% of teachers will use multiple response strategies every 4-8 minutes in their lessons as outlined in the campus instructional expectations.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p> <p>Staff Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 3: Build staff capacity to raise the level of student-teacher engagement using Multiple Response Strategies.

Indicator of Success 4: By March 2024, 100% of teachers will use multiple response strategies to engage 100% of scholars in their classrooms during the instructional cycle.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will the building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p> <p>Staff Actions</p> <p>Provide professional development on five core multiple responses strategies (MRS) to use every 4-5 minutes in the lesson cycle.</p> <p>Train teachers in on the SPOT observation rubric and expectations of MRS strategies and engagement.</p> <p>Conduct SPOT observations to observe implementation and 100% student engagement.</p> <p>Review lesson plans and provide feedback on the planning and implementation of Codwell MRS strategies.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Key Action 4: Build teacher capacity to provide specialized academic and behavior supports to increase student achievement across special populations.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By October 2023, 80% teachers will be proficient in providing a variety of approaches and supports used to demonstrate knowledge and skill aligned to student needs as measured in the Spot Observation Form.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Develop the system for Child Find and protocol for reporting, documenting, and progress monitoring</p> <p>Monthly PLC with a focus on documentation submission and review.</p> <p>Develop a school-wide tracker for students who have been identified through Child Find.</p> <p>Identify division and unit support for SPED needs.</p> <p>Develop a recurring calendar with unit support for check-ins and campus support to ensure compliance.</p> <p>Monitoring campus and district expectations for compliance.</p> <p>The special education campus coordinator will update this calendar bi-weekly after conducting check-ins with SPED district support and school Principal.</p> <p>To ensure compliance, the special education campus coordinator and the Principal will communicate effectively with district personnel, such as Diagnosticians, School Psychologists, Speech Therapist, other district special education personnel and parents to ensure reports are completed on time and scheduled services are provided on time and documented.</p> <p>By October 2023, the school will have a schedule plan for all pending ARDs, IATs, and etc. to ensure that 100% of students ARDs are conducted and in compliance.</p> <p>Staff Actions</p> <p>Attend professional development on Child Find Act</p> <p>Attend PLCs monthly to submit and review progress monitoring documentation.</p> <p>Accurately and efficiently update the school-wide tracker.</p> <p>Follow all identified supports in IEPS, Intervention plans, and 504 plans.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 4: Build teacher capacity to provide specialized academic and behavior supports to increase student achievement across special populations.

Indicator of Success 2: By November 2023 75% of teachers will be proficient in scaffolding and adjusting instruction based on individual student needs and data as measured by the Spot Observation Form.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Develop the system for Child Find and protocol for reporting, documenting, and progress monitoring.</p> <p>Monthly PLC with a focus on documentation submission and review.</p> <p>Develop a school-wide tracker for students who have been identified through Child Find.</p> <p>Identify division and unit support for SPED needs.</p> <p>Develop a recurring calendar with unit support for check-ins and campus support to ensure compliance. Monitoring campus and district expectations for compliance.</p> <p>The special education campus coordinator will update this calendar bi-weekly after conducting check-ins with SPED district support and school Principal.</p> <p>To ensure compliance, the special education campus coordinator and the Principal will communicate effectively with district personnel, such as Diagnosticians, School Psychologists, Speech Therapist, other district special education personnel and parents to ensure reports are completed on time and scheduled services are provided on time and documented.</p> <p>By October 2023, the school will have a schedule plan for all pending ARDs, IATs, and etc. to ensure that 100% of students ARDs are conducted and in compliance.</p> <p>Monitor campus and district expectations for compliance.</p> <p>Staff Actions</p> <p>Attend professional development on Child Find Act.</p> <p>Attend PLCs monthly to submit and review progress monitoring documentation.</p> <p>Accurately and efficiently update the school-wide tracker.</p> <p>Follow all identified supports in IEPS, Intervention plans, and 504 plans.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 4: Build teacher capacity to provide specialized academic and behavior supports to increase student achievement across special populations.

Indicator of Success 3: By December 2023, 90% of students that are identified for IAT, RTI, SPED and 504 support will have been consistently and effectively progress monitored using the district protocol for documentation in PowerSchool. This will be monitored by the campus administration through monthly PLCs.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Develop the system for Child Find and protocol for reporting, documenting, and progress monitoring.</p> <p>Monthly PLC with a focus on documentation submission and review.</p> <p>Develop a school-wide tracker for students who have been identified through Child Find.</p> <p>Identify division and unit support for SPED needs.</p> <p>Develop a recurring calendar with unit support for check-ins and campus support to ensure compliance.</p> <p>Monitoring campus and district expectations for compliance.</p> <p>The special education campus coordinator will update this calendar bi-weekly after conducting check-ins with SPED district support and school Principal.</p> <p>To ensure compliance, the special education campus coordinator and the Principal will communicate effectively with district personnel, such as Diagnosticians, School Psychologists, Speech Therapist, other district special education personnel and parents to ensure reports are completed on time and scheduled services are provided on time and documented.</p> <p>By October 2023, the school will have a schedule plan for all pending ARDs, IATs, and etc. to ensure that 100% of students ARDs are conducted and in compliance.</p> <p>Staff Actions</p> <p>Attend professional development on Child Find Act.</p> <p>Attend PLCs monthly to submit and review progress monitoring documentation.</p> <p>Accurately and efficiently update the school-wide tracker.</p> <p>Follow all identified supports in IEPs, Intervention plans, and 504 plans.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Key Action 4: Build teacher capacity to provide specialized academic and behavior supports to increase student achievement across special populations.

Indicator of Success 4: By May 2024 100% of teachers will be proficient in scaffolding and adjusting instruction based on individual student needs and data as measured by the Spot Observation Form.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: What specific action steps will building leaders and staff take to accomplish the objective?</p> <p>School Leaders' Actions</p> <p>Develop the system for Child Find and protocol for reporting, documenting, and progress monitoring</p> <p>Monthly PLC with a focus on documentation submission and review.</p> <p>Develop a school-wide tracker for students who have been identified through Child Find.</p> <p>Identify division and unit support for SPED needs.</p> <p>Develop a recurring calendar with unit support for check-ins and campus support to ensure compliance.</p> <p>Monitoring campus and district expectations for compliance.</p> <p>The special education campus coordinator will update this calendar bi-weekly after conducting check-ins with SPED district support and school Principal.</p> <p>To ensure compliance, the special education campus coordinator and the Principal will communicate effectively with district personnel, such as Diagnosticians, School Psychologists, Speech Therapist, other district special education personnel and parents to ensure reports are completed on time and scheduled services are provided on time and documented.</p> <p>By October 2023, the school will have a schedule plan for all pending ARDs, IATs, and etc. to ensure that 100% of students ARDs are conducted and in compliance.</p> <p>Staff Actions</p> <p>Attend professional development on Child Find Act.</p> <p>Attend PLCs monthly to submit and review progress monitoring documentation.</p> <p>Accurately and efficiently update the school-wide tracker.</p> <p>Follow all identified supports in IEPS, Intervention plans, and 504 plans.</p>	Formative			Summative
	Feb	Mar	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for 123 Codwell Elementary School

Total SCE Funds: \$38,636.00

Total FTEs Funded by SCE: 0.54

Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

Personnel for 123 Codwell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Mary Nelson	Teacher, Third Grade	0.18
Minnie Pearl Gibson	Teacher, Fourth	0.36

Title I

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see TitleI Crate for the following documentation.

2.2: Regular monitoring and revision

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see TitleI Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

3.1: Annually evaluate the schoolwide plan

Please see TitleI Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleI Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see TitleI Crate for the following documentation.

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

Please see TitleI Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vonetta Miles	Tchr, Spclst (ESSER)		1
WESLEY, ASHLEY MICHELLE	Tchr,ClassSize Reduct Gen-Ttl		1