

Houston Independent School District
173 Herod Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

At Gary L. Herod Elementary School, it is our mission to work as a committed community to provide an engaging, respectful learning environment where all students are encouraged to reach their full potential socially, emotionally, and academically.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gary L. Herod Elementary School serves pre-kindergarten through fifth grade students in southwest Houston. In addition to serving students who reside in our attendance zone, the school admits students outside of the zone through specialized programs including: Vanguard Magnet, Dual Language (Two-Way Immersion Bilingual Program- Spanish), and Structured Learning Classes (SLC Standard and SLC-Alternative). As a result of the impacts of COVID-19, our current enrollment for the 2021-2022 school year has fluctuated from 820 to 755 students. The Vanguard Magnet program serves the needs of Gifted and Talented students (248/30%). The Dual Language program provides instruction to native Spanish and native English speakers, so all students become fully bilingual, biliterate, and bicultural by the end of the fifth-grade school year (143/18%). Furthermore, Herod offers a variety of special education programs including speech, resource, and SLC Standard and Alternative classes, servicing a total of 53 students (7%). In all, zoned students account for 483 of the Herod population (59%), while 337 students transfer into Herod (41%). Additionally, Herod has a librarian and five specialist teachers -Art, Technology, Physical Education, Music, and Social and Emotional Learning (SEL).

Demographics Strengths

Herod's diverse population.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Inconsistent learning due to COVID. Students are at different levels. **Root Cause:** COVID-19 and individual family situations.

Student Learning

Student Learning Summary

Data was reviewed from the following assessments: Circle, Ren360, and other formative and summative assessments. Ren360 Math Data shows a decline in the number of students who took the assessment from 506 (BOY) to 478 (MOY). Performance is as follows: Urgent intervention: 33 (BOY) to 43 (MOY), Intervention 38 (BOY) to 43 (MOY), On-Watch: 41 (BOY) to 34 (MOY) and At/Above Benchmark: 394 (BOY) to 358 (MOY). Ren360 Reading Data shows a decline in the number of students who took the assessment from 413 (BOY) to 408 (MOY). Performance is as follows: Urgent intervention: 59 (BOY) to 75 (MOY), Intervention 49 (BOY) to 39 (MOY), On-Watch: 30 (BOY) to 35 (MOY) and At/Above Benchmark: 275 (BOY) to 259 (MOY).

Student Learning Strengths

Intervention is an integral part of Student Learning and as such, intervention has been incorporated as part of the scheduled day. This allowed all Tier 2 and 3 pull-outs as well as dyslexia and speech pull-outs to take place without students missing Tier 1/Whole Group Instruction. As a result, the data for students On-Watch has remained consistent throughout the school year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Bridging gaps of all students as a result of COVID; Through review of data, it has been evidenced there needs additional support in the following: reading readiness; vocabulary development; phonics/phonemic awareness; limited resources for math; poor math vocabulary; lack of basic math facts; inadequate/limited math training for teachers. **Root Cause:** In 2020-21 school year, the scheduled intervention did not consider the classes split by content area in grades 3 - 5. Interventions were not consistent to address these gaps within each grade level.

Problem of Practice 2: When doing a cross comparison of Renaissance 360 Reading and Math data from Beginning of Year, Middle of Year and End of Year, there is evidence that growth occurs, but over a 3 year time-span, growth has been stagnant between the performance levels. **Root Cause:** Possible lack of differentiation within the classroom in all activities (whole group, small group, workstations, etc.)

School Processes & Programs

School Processes & Programs Summary

Herod serves pre-kindergarten through fifth grade students in southwest Houston. In addition to serving students who reside in our attendance zone, the school admits students outside of the zone through specialized programs including: Vanguard Magnet, Dual Language (Two-Way Immersion Bilingual Program- Spanish), and Structured Learning Classes (SLC Standard and SLC- Alternative). Current enrollment for the 2021-2022 school year is 755 students. The Vanguard Magnet program serves the needs of Gifted and Talented students (287/38%). The Dual Language program provides instruction to native Spanish and native English speakers, so all students become fully bilingual, biliterate, and bicultural by the end of the fifth-grade school year (139/18%). Furthermore, Herod offers a variety of special education programs including speech, resource, and SLC Standard and Alternative classes, servicing a total of 122 students (16%). In all, zoned students account for 483 of the Herod population (59%), while 337 students transfer into Herod (41%). Additionally, Herod has a librarian and four specialist teachers -Art, Technology, Physical Education, and Music. In conjunction with our PTO, we offer after-school enrichment classes that include coding, piano, chess, karate, fencing, cooking, and guitar. We also have school-wide competitions for History and Science Fair, as well as a Scholar Expo for students in Kindergarten through 5th grade. Extracurricular activities open to all students include Student Council, Name That Book, UIL Speech and Academics, Spelling Bee and Bilingual Spelling Bee, Safety Patrol and National Elementary Honor Society. Herod has an active PTO which supports the school through fund-raising, volunteerism, and educational grants to teachers.

School Processes & Programs Strengths

The diversity of our student and teacher populations as well as the variety of academic, fine arts, and enrichment programs builds a strong foundation for all of our students. Herod's Dual Language program, established 26 years ago, was HISD's first Dual Language initiative. Due to the program's success, it

continues to be highly sought after and serves as a model for other campuses across the district.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We are unable to expand the program to have more than one Dual Language classroom per grade level. **Root Cause:** Building Capacity

Perceptions

Perceptions Summary

At Herod's core is the belief that all students can succeed. Each decision is made with the best interest of every student in mind. Administration has an open-door policy that allows collaboration and shared decision making. Herod has an active PTO which works closely with administration to support the school through fund-raising, volunteerism, educational grants to teachers, and teacher/staff celebrations.

Perceptions Strengths

Each decision is made with the best interest of every student in mind. Administration has an open-door policy that allows collaboration and shared decision making.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Building relationships while following the CDP guidelines. **Root Cause:** COVID-19

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Teacher/Student Ratio

Parent/Community Data

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.





Goal 1: ELAR SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Reading Renaissance 360 exam from 17% on the 2021 EOY exam to 13% in May 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: We will be decreasing the amount of students in Intervention (Tier 2) from 9% on the 2021 EOY exam to 5% as demonstrated in EOY Renaissance administered in May 2022





Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Measurable Objective 2: We will be decreasing the amount of students in Urgent Intervention (Tier 3) from 8% on the 2021 EOY exam to 4% as demonstrated in EOY Renaissance administered in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: We will be increasing students in Tier 1 from 76% on the 2021 EOY exam to 80% as demonstrated in EOY Renaissance 360 Reading administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy				
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Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: MATH SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Math Renaissance 360 exam from 12% on the 2021 EOY exam to 8% in May 2022.

Strategic Priorities: Expanding Educational Opportunities





Measurable Objective 1: We will be decreasing the amount of students in Intervention (Tier 2) from 4% on the 2021 EOY exam to 2% as demonstrated in EOY Renaissance administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: We will be decreasing the amount of students in Urgent Intervention (Tier 3) from 8% on the 2021 EOY exam to 4% as demonstrated in EOY Renaissance administered in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: We will be increasing students in Tier 1 from 85% on the 2021 EOY exam to 89% as demonstrated in EOY Renaissance 360 administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





Goal 1: MATH SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Math Renaissance 360 exam from 12% on the 2021 EOY exam to 8% in May 2022

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: We will be decreasing the amount of students in Intervention (Tier 2) from 4% on the 2021 EOY exam to 2% as demonstrated in EOY Renaissance administered in May 2022.





Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Measurable Objective 2: We will be decreasing the amount of students in Urgent Intervention (Tier 3) from 8% on the 2021 EOY exam to 4% as demonstrated in EOY Renaissance administered in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrator Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3: We will be increasing students in Tier 1 from 85% on the 2021 EOY exam to 89% as demonstrated in EOY Renaissance 360 administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





Goal 2: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Measurable Objective 1: ELAR SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Reading Renaissance 360 exam from 17% on the 2021 EOY exam to 13% in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons.
Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading.
Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators
Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2: We will be decreasing the amount of students in Urgent Intervention (Tier 3) from 8% on the 2021 EOY exam to 4% as demonstrated in EOY Renaissance administered in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons.
Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360

improves over time additionally completing at least 2 lessons on Imagine Reading.

Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators

Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: We will be increasing students in Tier 1 from 76% on the 2021 EOY exam to 80% as demonstrated in EOY Renaissance 360 Reading administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data





Strategy 1 Details	Reviews			
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.	Formative			Summative
	Nov	Jan	Mar	June
<div> No Progress Accomplished Continue/Modify Discontinue </div>				

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 3: Science The percentage of 5th grade students performing at or above grade level in Science as measured by the Meets Grade Level Standard on STAAR will increase 11 percentage points from 49% in spring 2019 to 60% in spring 2022.





Measurable Objective 1: Science SMART Goal: For the 2021-22 school year, we will increase the number of hands on science labs from 1 per grading cycle (due to COVID and virtual learning) to one per week..

Evaluation Data Sources: Lesson plans, student work

Strategy 1 Details	Reviews			
Strategy 1: Science teachers in grades 4 and 5 will sign up to use the science lab. In addition, smaller labs will be conducted in class with use of a science lab cart. Strategy's Expected Result/Impact: increase student engagement and achievement Staff Responsible for Monitoring: teachers and administrators Action Steps: By October 1-Science lab schedule will be in place By Mid-November/December - science lab carts will be prepared.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





Measurable Objective 2: Increase student engagement by 10% by utilizing STEMScopes on a biweekly schedule.

Evaluation Data Sources: STEMScopes usear data, Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: All Science teachers to differentiate science instruction with the use of STEM Scopes. Strategy's Expected Result/Impact: Increase teacher proficiency, increase student understanding and engagement. Staff Responsible for Monitoring: Teachers, administration Action Steps: All Science teachers will undergo professional development with a focus on using STEMScopes effectively.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Science SMART Goal: For the 2021-22 school year, we will increase the use of small group instruction for science during scheduled intervention time from 0% to 20% per week.

Evaluation Data Sources: Lesson Plans, Formal and informal observations and walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: All Science teachers will provide differentiated, whole group and small group instruction, utilizing TEKS based activities. Strategy's Expected Result/Impact: increase student engagement and achievement. Staff Responsible for Monitoring: teachers and administrators Action Steps: By August 23, 2021, Intervention blocks will be a part of the master schedule. By October 1- teachers schedule science intervention .	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 4: 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 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.





Goal 1: SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Renaissance 360 exam from 38% on the 2021 EOY exam to 34% in May 2022.

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: No progress made toward meeting Goal





Measurable Objective 1: Overall, we will be decreasing the amount of students in Intervention (Tier 3) from 30% on the 2021 EOY exam to 26% as demonstrated in EOY Renaissance administered in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
Strategy 1: For all teachers, who service students identified under Special Education, will provide differentiated, whole group and small group instruction, utilize instructional strategies to support the needs of students who are in special populations. Strategy's Expected Result/Impact: Increase progress for students as evidenced in progress monitoring Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Measurable Objective 2: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Math Renaissance 360 exam from 32% on the 2021 EOY exam to 25% in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Reading Renaissance 360 exam from 17% on the 2021 EOY exam to 13% in May 2022.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details		Reviews			
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons. Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading. Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Within the 2021-22 school year, improve campus attendance rate from 94% to 97% by June 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Within the 2021-22 school year, raise the weekly attendance rate from 95% to 97% or better.

Evaluation Data Sources: Weekly attendance reports from Power School

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified students. Strategy's Expected Result/Impact: Improved attendance by students Staff Responsible for Monitoring: All campus administrators, Registrar, teachers Action Steps: Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Measurable Objective 2: Within the 2021-22 school year, raise the monthly attendance rate from 95% to 97% or better.

Evaluation Data Sources: Attendance Reports from Power School and A4E.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified students Strategy's Expected Result/Impact: Improved attendance by students Staff Responsible for Monitoring: All campus administrators, Registrar, teachers Action Steps: Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: Within the 2021-22 school year, raise the yearly attendance rate from 95% to 97% or better.

Evaluation Data Sources: Power School Reports and A4E

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified student Strategy's Expected Result/Impact: Improved attendance by students Staff Responsible for Monitoring: All campus administrators, Registrar, teachers Action Steps: Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.	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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To ensure the continued reduction of overall suspensions, both in school and out of school, by an additional 10% within the 21-22 school year

Evaluation Data Sources: Connect entries, discipline forms, Counselor referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To ensure Tier 2 and 3 behaviors have a behavior and safety plan in place from 15% to at least 55% within the 21-22 school year Strategy's Expected Result/Impact: Teachers will implement tracking systems to provide targeted behavior intervention as needed (either virtually and/or face to face). Staff Responsible for Monitoring: Assistant Principal , Counselor, All campus administrators, SEL department, LSSP Action Steps: Quarterly reviews of plans to help ensure students making appropriate growth.				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: For the 2021-2022 school year we will increase the use of social and emotional learning (SEL) within the classroom from 10% to 20% by May 2022





Evaluation Data Sources: Walkthroughs, lesson plans, and other formal and informal observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In a Community Circle, the teacher participates as an equal member of the classroom, facilitating discussion rather than directing it. To give space for students to share their authentic voice, teachers can have students submit topics or have students lead the discussion Strategy's Expected Result/Impact: Improve SEL and ensure student health, safety, and well being. Staff Responsible for Monitoring: Teachers, administration, counselor, wraparound specialist Action Steps: set day for community circles, prepared lessons from counselors, review and adjust as needed.				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 3: For the 2021-2022 school year 100% of behavior based IATs will include the use of Antecedent-Behavior-Consequence (ABC)

charts Behavior Improvement Plans (BIP)

Evaluation Data Sources: IAT documents,

Strategy 1 Details	Reviews			
Strategy 1: An "Antecedent-Behavior-Consequence" or an ABC chart is used to record behavior. This involves writing down what triggered the behavior (what happened just before the behavior occurred - known as the Antecedent), the actual Behavior, and what happened afterward as a result Strategy's Expected Result/Impact: data do analyze and assist student Staff Responsible for Monitoring: teacher Action Steps: Have ABC charts available training for correct use	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - To reduce the number of cases of students reporting bullying of themselves or others from 3 cases at End of Year 2021 to 2 cases in May 2022.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: In order to reduce the number of bullying cases, train teachers and implement the use of community circles within the classroom with implementation increasing from 15% to at least 55% in the 21-22 school year.

Evaluation Data Sources: Counselor referrals, Discipline referrals, Bullying investigations

Strategy 1 Details	Reviews			
Strategy 1: Bullying Prevention Strategy's Expected Result/Impact: Improved communication, social emotional support within/outside of the classroom Staff Responsible for Monitoring: Counselor, School Administration Action Steps: Preservice - provide training and implementation of community circles. Aug/Sept - implementation of community circles within the classroom. Fall Semester - periodic check-ins to review implementation, modeling etc. Spring Semester - continue with periodic check-ins Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Restorative Circles Strategy's Expected Result/Impact: Improved communication, social emotional support within/outside of the classroom Action Steps: Preservice - provide training and implementation of community circles. Aug/Sept - implementation of community circles within the classroom. Fall Semester - periodic check-ins to review implementation, modeling etc. Spring Semester - continue with periodic check-ins	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assemblies and Parent Meetings Strategy's Expected Result/Impact: Improved communication, social emotional support within/outside of the classroom	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administration, Counselor

Action Steps: Preservice - provide training and implementation of community circles. Aug/Sept - implementation of community circles within the classroom. Fall Semester - periodic check-ins to review implementation, modeling etc. Spring Semester - continue with periodic check-ins



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - Overall, we will be decreasing the amount of students in Intervention (Tier 3) from 30% on the 2021 EOY exam to 26% as demonstrated in EOY Renaissance administered in May 2022

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: SMART Goal: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Renaissance 360 exam from 38% on the 2021 EOY exam to 34% in May 2022.

Evaluation Data Sources: Imagine Reading and Math, Teacher observational data, Progress Monitoring tools

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: For all teachers, who service students identified under Special Education, will provide differentiated, whole group and small group instruction, utilize instructional strategies to support the needs of students who are in special populations. Strategy's Expected Result/Impact: Increase progress for students as evidenced in progress monitoring Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Math Renaissance 360 exam from 32% on the 2021 EOY exam to 25% in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons Strategy's Expected Result/Impact: All grade level teachers, Support personnel, All campus administrators				

Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators
Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: For the 2021-22 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Reading Renaissance 360 exam from 17% on the 2021 EOY exam to 13% in May 2022

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons Strategy's Expected Result/Impact: Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading Staff Responsible for Monitoring: All grade level teachers, Support personnel, All campus administrators Action Steps: By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/February - MOY administered, review data to check for progresses.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals





Goal 5: SPECIAL POPULATIONS SMART Goal: During the 2021-22 school year, students who are identified under a specific special population (i.e., English Learner, Economically disadvantaged, Dyslexia, At-Risk, Gifted & Talented) will improve their STAAR, or other designated performance tool, at least 8 percentage points from previous 20-21 school year.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: During the 2021-22 school year, the campus will improve composite TELPAS scores from 52% to 60% within the calendar year.





Evaluation Data Sources: TELPAS data, R360 Data, SI Coach Observational data, STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: With the focus in listening and speaking, provide support for teachers who work with ELs through modeling and coaching. Strategy's Expected Result/Impact: Improved language learning skills as well as speaking by ELs Staff Responsible for Monitoring: SI Coach, Campus Administration Action Steps: 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Progress Monitoring of ELs specifically in listening and speaking activities TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: With the focus in reading and comprehension, provide support for teachers who work with ELs through modeling and coaching. Strategy's Expected Result/Impact: Improved reading comprehension skills by ELs Staff Responsible for Monitoring: SI Coach, Campus Administration Action Steps: 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with reading instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Modeling of instruction TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: With the focus in writing, provide support for teachers who work with ELs through modeling and coaching. Strategy's Expected Result/Impact: Improved writing skills by ELs Staff Responsible for Monitoring: SI Coach, Campus Administration Action Steps: 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with writing instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Modeling of instruction TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: During the 2021-22 school year, improve identification and support of Gifted and talented students from 10% at the beginning of the year to 40% May 2021.

Evaluation Data Sources: Connect GT GEP Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet on grade level and vertical teams. They will use data to analyze student learning needs in content areas and plan and implement best practices/strategies and differentiated lessons to meet student needs. Strategy's Expected Result/Impact: Increased implementation of GEPs within Connect Staff Responsible for Monitoring: GT Coordinator, teachers Action Steps: PLCs - review how to create GEPs in Connect. Teachers periodically will meet on to review plans to see if changes need to be made. They will use data to analyze student learning needs in content areas and plan and implement best practices/strategies and differentiated lessons.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - For the 2021-2022 school year, 80% of parents will participate in at least one school activity, parent conference, or PTO meeting.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: During the 2021-22, have 80% teachers and parents attend and/or participate in at least 1 online or face to face meeting.

Evaluation Data Sources: Parent Surveys, PTO meetings, Title 1 documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide different opportunities for a parent teacher conference (face to face, virtual or phone) Strategy's Expected Result/Impact: Increase participation by teachers, parents and community members in campus activities Staff Responsible for Monitoring: All campus administrators, classroom teachers Action Steps: Campus one on one meetings provided (either virtually or face to face) . Parent university and other district provided training for parents. Different district supported webinars (either live or pre-recorded) for parents. PTA - Work on developing relationship through increased participation for teachers and parents at least 80%. Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: Community Meetings

Evaluation Data Sources: sign in-sheets for face-to face activities, login in for virtual events

Strategy 1 Details	Reviews			
Strategy 1: Provide different opportunities for virtual and face-to-face community meetings. Strategy's Expected Result/Impact: Increase parent engagement. Staff Responsible for Monitoring: administration Action Steps: Campus one on one meetings provided (either virtually or face to face) . Parent university and other district provided training for parents. Different district supported webinars (either live or pre-recorded) for parents. PTA - Work on developing relationship through increased participation for teachers and parents at least 80%.schedule monthly events events will alternate between morning and evening promote events Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 3: Parent participation in PTO activities.

Evaluation Data Sources: sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide different opportunities for parents to participate in PTO meetings. Strategy's Expected Result/Impact: Increase parent engagement. Staff Responsible for Monitoring: Administration and PTO Board Action Steps: Campus one on one meetings provided by the PTO - Work on developing relationship through increased participation for teachers and parents at least 80%. Title I Schoolwide Elements: 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

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

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.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable 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: Provide a vision screening plan/schedule to implement objective. Work with Health and Medical to ensure implementation Strategy's Expected Result/Impact: Ensure that all vision screening is done by intended deadline. Staff Responsible for Monitoring: School nurse, principal Action Steps: Create plan for nurse. Nurse implement plan schedule ensuring she is able to implement. Follow plan in case changes happen.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted 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.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted 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.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

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.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals





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

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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2021-22 school year, percentage of student engagement will increase at least from 75% to 85% within 150 minutes per week of instructional physical activity

Evaluation Data Sources: PE teacher observation, fitness gram goals

Strategy 1 Details	Reviews			
Strategy 1: Grades PK -5 will participate in physical education for one 50 minute period per week and five 30 minute periods of structured recess. Strategy's Expected Result/Impact: Increased amount of physical activity for the week Staff Responsible for Monitoring: Teaches, PE teacher Action Steps: Periodically check with PE teacher to see what support needs are. Meet with teachers to see what additional support is needed. Ensure teachers and staff have equipment to help support activity and active monitoring.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 173 Herod Elementary School

Total SCE Funds: \$83,573.59

Total FTEs Funded by SCE: 3.49

Brief Description of SCE Services and/or Programs

These funds will be used to reduce disparity in performance between educationally disadvantaged students, at-risk students, and all other students. The funds will also be used to increase academic achievement. Specifically: Funding for an hourly interventionist during the school day, funding for student consumables and manipulatives to be used during intervention.

Personnel for 173 Herod Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chacko, Milly Mathews	Tchr, Multi-Grade	1
Chan, Michelle	Lecturer, Hrly	1
Diaz, Dahir Valentin	Lecturer, Hrly	1
Vacant	Tchr, Hrly	0.49

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

At Herod Elementary, the primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Through review of data, it has been evidenced that there needs to be additional support in the following: reading readiness; vocabulary development; phonics/phonemic awareness; limited resources for math; poor math vocabulary; lack of basic math facts; inadequate/limited math training for teachers.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP 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: The campus Principal and administration, and the Site Decision Making Committee consisting of administrators, teachers, campus staff and parents. In addition, when conducting a cross comparison of Renaissance 360 Reading and Math data from Beginning of Year, Middle of Year and End of Year, there is evidence that growth occurs, but over a 3 year time-span, growth has been stagnant between the performance levels. A possible root cause for this includes a lack of differentiation within the classroom in all activities (whole group, small group, workstations, etc.). In addition, pull out intervention has not addressed deficit needs, but instead has been a continuation classroom concepts.

2.2: Regular monitoring and revision

Through RTI, Tier 3 intervention, and pull-outs for accelerated learning, progress monitoring will be maintained. This will be reviewed regularly in grade level PLCs and adjustments will be made to meet student needs.

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

The SIP is available to parents in the following locations: Campus website and physical copies made available upon request at the front office.

The SIP was made available to parents by: Adding it to the campus website

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 schoolwide reform strategies: PLC in which teachers share and learn to implement best practices for delivering instruction to students, consistent classroom and pull out interventions, enrichment opportunities for gifted and talented students to explore more in depth concepts, after school and Saturday tutorials.

2.5: Increased learning time and well-rounded education

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

- intervention time built into the master schedule for each grade level and taking into consideration switch classes
- after school and Saturday tutorials
- accelerated learning for current 4th and 5th grade students who did not meet standards on the 2020-2021 STAAR
- campus based intervention team that focuses on ELAR and Math.

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:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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 -

-

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly meetings
- Educational events for parents (ex: Technology tutorial, Communication with your child's teacher, etc.
- Mini Lessons online "how to help with reading an math at home"

3.2: Offer flexible number of parent involvement meetings

- Meeting #1 - August 30, 2021 @ 4:30 PM
- Meeting #2 - September 21, 2021 @ 4:30 PM
- Meeting #3 - November 16, 2021 @ 4:30 PM
- Meeting #4 - February 15, 2022 @ 4:30 PM
- Meeting #5 - April 19, 2022 @ 4:30 PM

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Milly Chacko	Teacher Intervention	Intervention	100%
Tangulla Harrell	Reading Interventionist	Intervention	100%

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Gina Colion Hernandez	Campus Principal
Administrator	Ismael Garza	School Based Staff
Classroom Teacher	Milly Chacko	Classroom Teacher
Registrar	Daphne Richard	Non-Instructional Staff
Classroom Teacher	Madeleine Moses	Classroom Teacher
Classroom Teacher	Claudia Atondo	Classroom Teacher
Classroom Teacher	Marcella Melancon	Classroom Teacher
Classroom Teacher	Phantaja Hoskins	Classroom Teacher
Classroom Teacher	Michal Lutfak	Classroom Teacher
Administrator	Deirdre Guidry	Non-Instructional Staff
Administrator	Todd Paulus	Administrator representative
Parent	Zobeidz Sanchez	
Parent	Sarah Schnure	
Community Representative	Sandy Zarwulkoff	
Business Representative	Alicia Reddick	

Addendums

Herod R360 Overall Performance

	45% on campus					60% on campus					90% on campus			
Early Literacy	2017-2018	2018-2019	2019-2020	2020-2021		2017-2018	2018-2019	2019-2020	2020-2021		2017-2018	2018-2019	2019-2020	2020-2021
	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	not administered	217	223	254		168	221	224	220		155	212	not admin	137
4 - Urgent Intervention		30 14%	32 14%	17 7%		13 7%	18 8%	15 7%	27 13%		29 19%	22 10%		32 24%
3 - Intervention		13 6%	17 8%	27 11%		8 5%	18 8%	10 5%	23 10%		14 9%	15 7%		12 9%
2 - On Watch		25 12%	19 9%	16 6%		21 13%	22 10%	23 10%	16 8%		26 17%	19 9%		9 7%
1 - At/Above Benchmark		147 68%	155 70%	194 76%		125 74%	163 74%	176 79%	154 70%		76 49%	156 74%		82 61%
Early Literacy SP	2017-2018	2018-2019	2019-2020	2020-2021		2017-2018	2018-2019	2019-2020	2020-2021		2017-2018	2018-2019	2019-2020	2020-2021
	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	not administered	48	49	48		44	42	51	45		28	46	not administered	31
4 - Urgent Intervention		5 19%	2 4%	1 2%		3 7%	3 7%		1 2%			3 7%		
3 - Intervention		4 8%	6 12%			5 11%	1 2%	3 6%	1 2%		3 11%	1 2%		1 3%
2 - On Watch		8 17%	2 4%	4 8%		4 9%	1 2%	2 4%	1 2%		2 7%			5 16%
1 - At/Above Benchmark		31 65%	39 80%	42 90%		32 73%	37 88%	46 90%	42 93%		23 82%	42 91%		26 81%
R360 Math	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	325	714	641	543		531	715	564	491		579	683	not administered	495
4 - Urgent Intervention	22 7%	138 19%	120 19%	37 7%		34 6%	145 20%	36 6%	43 9%		27 5%	144 21%		65 13%
3 - Intervention	37 11%	59 8%	50 8%	41 8%		40 8%	46 6%	40 7%	47 10%		33 6%	39 6%		52 11%
2 - On Watch	30 9%	61 9%	39 6%	48 9%		22 4%	29 4%	37 7%	37 8%		31 31%	36 5%		26 5%
1 - At/Above Benchmark	236 73%	456 64%	432 67%	417 77%		435 82%	495 69%	451 80%	364 74%		488 48%	464 68%		352 71%
R360 Math SP	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	41	51	53	89		67	48	26	31		53	50	not administered	65
4 - Urgent Intervention	2 5%	4 8%	10 19%	7 2%		4 6%	1 2%	2 8%	1 3%		2 4%			3 5%
3 - Intervention	3 7%	10 20%	6 11%	7 8%		4 6%	3 6%	5 19%	2 6%		2 4%	2 4%		2 3%
2 - On Watch	4 10%	2 4%	1 2%	9 10%		4 6%	2 4%	1 4%	1 3%		3 6%	3 6%		12 19%
1 - At/Above Benchmark	32 78%	11 22%	13 25%	71 80%		55 82%	20 42%	18 69%	27 87%		46 87%	23 46%		48 74%
R360 Reading	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	296	476	474	439		476	510	485	408		508	520	not administered	408
4 - Urgent Intervention	33 11%	71 15%	68 14%	64 15%		73 15%	74 15%	64 13%	75 18%		31 6%	67 13%		72 18%
3 - Intervention	29 10%	62 13%	51 11%	56 13%		53 11%	55 11%	53 11%	39 10%		34 7%	57 11%		44 11%
2 - On Watch	34 11%	54 11%	49 10%	33 8%		40 8%	46 9%	44 8%	9 9%		36 7%	34 7%		38 9%
1 - At/Above Benchmark	200 68%	289 61%	306 65%	286 65%		310 65%	335 66%	324 67%	259 63%		407 80%	362 70%		254 62%
R360 Reading SP	BOY	BOY	BOY	BOY		MOY	MOY	MOY	MOY		EOY	EOY	EOY	EOY
Perform Level Summary	#	%	#	%		#	%	#	%		#	%	#	%
# of Students Tested	62	95	85	83		79	93	82	80		118	85	not administered	78
4 - Urgent Intervention	5 8%	4 4%	4 5%	5 6%		3 4%	2 2%	1 1%	7 9%		2 2%			7 9%
3 - Intervention	8 13%	5 5%	8 9%	8 10%		20 25%	7 8%	4 5%	9 11%		12 10%	5 6%		18 23%
2 - On Watch	15 24%	8 8%	9 11%	11 13%		7 9%	11 12%	10 12%	10 13%		11 9%	6 7%		7 9%
1 - At/Above Benchmark	34 55%	78 82%	64 75%	59 71%		49 62%	73 78%	67 82%	54 68%		87 73%	74 87%		46 59%