

Houston Independent School District

479 Shadydale Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Academic Achievement in Science



Mission Statement

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Shadydale Elementary School's mission is to maintain high expectations and promote academic excellence for all students. Students will develop the skills needed to be thoughtful, educated, and bold global citizens who are trained to act in their school, community, and the world.

Vision

To educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential; and become productive, responsible, ethical, creative, and compassionate members of society.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problems of Practice	8
Comprehensive Needs Assessment Data Documentation	9
Board Goals	11
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.	12
Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.	20
Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.	29
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.	32
Board Goal 5: N/A - Additional Campus Goals	39
State Compensatory	63
Budget for 479 Shadydale Elementary School	64
Personnel for 479 Shadydale Elementary School	64
Title I	64
1. Comprehensive Needs Assessment (CNA)	65
1.1: Comprehensive Needs Assessment	65
2. Campus Improvement Plan	65
2.1: Campus Improvement Plan developed with appropriate stakeholders	65
2.2: Regular monitoring and revision	65
2.3: Available to parents and community in an understandable format and language	65
2.4: Opportunities for all children to meet State standards	65
2.5: Increased learning time and well-rounded education	66
2.6: Address needs of all students, particularly at-risk	66
3. Annual Evaluation	66
3.1: Annually evaluate the schoolwide plan	66
4. Parent and Family Engagement (PFE)	66
4.1: Develop and distribute Parent and Family Engagement Policy	66
4.2: Offer flexible number of parent involvement meetings	67
5. Targeted Assistance Schools Only	67
Title I Personnel	67
Campus Leadership Team	68
Site-Based Decision Making Committee	69
Campus Funding Summary	70

Comprehensive Needs Assessment

Demographics

Demographics Summary

Shadydale is located approximately ten miles northeast of downtown Houston in the North Forest community. In response to a request from the Texas Education Agency, effective July 1, 2013, North Forest ISD was annexed to the Houston Independent School District (HISD). During the 2021-2022 school year, 686 students were enrolled. The school is 95.6% economically disadvantaged. Our student population is 69% African American, 31% Hispanic and 1% Other. This year Shadydale will be an International Baccalaureate candidate school and working on authorization.

Demographics Strengths

32% (that tested on the 2022 STAAR) of African-American students performed at the Meets and Masters Level on Reading. 22% (that tested on the 2021 STAAR) of Hispanic students performed at the Meets and Masters Level in Math.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

Problem of Practice 2 (Prioritized): One-tenth of our student population is currently overaged. **Root Cause:** This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.

Problem of Practice 3 (Prioritized): Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. **Root Cause:** A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

Problem of Practice 4 (Prioritized): Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Student Learning

Student Learning Summary

On the Reading STAAR the students who met approaches were 58% of the 3rd graders (English), 63% of 3rd Spanish, 46% of 4th (English), 44% of 4th Spanish, and 66% of 5th students. On the Math STAAR the students who met approaches were 32% of 3rd graders (English), 67% of 3rd Spanish, 39% of 4th (English), and 53% of 5th students. 58% of the 5th graders met approaches on STAAR Science. 76% of 1st grade students passed their High Frequency Words Test.

Student Learning Strengths

High Frequency Word Pass Rate was at 80%. By the end of the year, 76% of 1st graders and 83% of 2nd graders passed their High Frequency Word Test. Kindergarten and 3rd grade students grew by 10% from the B.O.Y. to the E.O.Y. when assessed on running records.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

Problem of Practice 2 (Prioritized): One-tenth of our student population is currently overaged. **Root Cause:** This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.

Problem of Practice 3 (Prioritized): Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. **Root Cause:** A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

Problem of Practice 4 (Prioritized): Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 5 (Prioritized): Teachers are not consistently performing at a level 3 on the TADS appraisal system. **Root Cause:** Lack of effective coaching and modeling throughout the school year.

Problem of Practice 6 (Prioritized): Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

School Processes & Programs

School Processes & Programs Summary

Shadydale implements the HISD Literacy by 3 program for Language Arts instruction. Professional Learning Communities are conducted every Tuesday and lead by Tier II leaders. This year, Shadydale hired a Teacher Specialist to focus on bilingual instruction to ensure that those students are able to complete transition to English instruction by the conclusion of the 3rd grade year. PBIS is the restorative discipline program on the campus. Shadydale has a full-time Wraparound Specialist that is responsible for bringing in programs to assist our students with their needs beyond the classroom. Shadydale has partnered with the HISD Nutrition department to bring the Fresh Fruits and Vegetables Program (FFVP) on campus which provides our students with weekly produce that can be consumed right away and taken home to cook with dinner. The program will continue this year through the PE classes to develop an on campus garden.

School Processes & Programs Strengths

Shadydale has a full-time Wraparound Specialist that is responsible for bringing in programs to assist our students with their needs beyond the classroom. Professional Learning Communities are conducted every Tuesday and lead by Tier II leaders.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Problem of Practice 2 (Prioritized): Teachers are not consistently performing at a level 3 on the TADS appraisal system. **Root Cause:** Lack of effective coaching and modeling throughout the school year.

Perceptions

Perceptions Summary

Despite the fact that Shadydale is 98% economically disadvantaged, our students and community are provided the same opportunities as schools with different demographics. Our motto is "Changing the world, one child at a time". Our students are exposed to authors, engineers, police officers and other professions that mirror that of their specific interests. Our parents are communicated with on a regular basis and if they contact the school, the Principal responds within 24 hours. We believe that every student on our campus deserves the right to the best education and that we are to meet them where they are academically, and use data to develop their instructional plan to ensure adequate progress.

Perceptions Strengths

With a direct focus on the whole child, we are able to identify and intervene quickly with the necessary tools and programs for their success. Our FFVP helps ensure that our students are being provided healthy produce on a weekly basis. Our wraparound specialist has partnered with a number of entities that provide our students with school supplies, PPE, cleaning supplies and clothing.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 2 (Prioritized): Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Priority Problems of Practice

Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level.

Root Cause 1: The root cause is lack of intentional reading instruction and vocabulary development.

Problem of Practice 1 Areas: Demographics - Student Learning

Problem of Practice 6: Shadydale had an increase of office referrals due to fighting on campus.

Root Cause 6: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Problem of Practice 6 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 3: Shadydale ended the school year with a 90.7% attendance rate.

Root Cause 3: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 3 Areas: Student Learning - Perceptions

Problem of Practice 5: One-tenth of our student population is currently overaged.

Root Cause 5: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.

Problem of Practice 5 Areas: Demographics - Student Learning

Problem of Practice 4: Teachers are not consistently performing at a level 3 on the TADS appraisal system.

Root Cause 4: Lack of effective coaching and modeling throughout the school year.

Problem of Practice 4 Areas: Student Learning - School Processes & Programs

Problem of Practice 2: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math.

Root Cause 2: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

Problem of Practice 2 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Parent/Community Data

- Parent surveys and/or other feedback

Board Goals

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

Goal 1: ELAR

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: ELAR - Students will improve their Reading Content based assessment scores by at least 15% by utilizing designated supports on a consistent basis to prepare for the 2023 STAAR examinations.

Evaluation Data Sources: Ren360, campus based assessments, TEA Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in professional development that focuses on improving instruction in ELA around the topics of student achievement and data, teachers will collaborate as grade-level teams discussing student data and areas of concern with regards to individual student achievement. Designated Reading strategies and Reading supports to help students increase their academic progress in the areas of Reading.</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth in lexile levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal</p> <p>Action Steps: Teachers will deliver instruction through a balanced literacy approach, which includes reading instruction (phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of reading instruction (encoding).</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: 8 Reading Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$496,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve teaching and learning by the use vocabulary of attack strategies. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth in lexile levels. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth in lexile levels. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.

Student Learning
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.</p>
Perceptions
<p>Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.</p>

Measurable Objective 2: Students will improve their Reading lexile levels by at least 15% by implementing a campus-wide phonics curriculum.

Evaluation Data Sources: Campus based assessments, STAAR Released Test, TEA Interim Assessment, Exit tickets, Do Nows

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will improve teaching and learning in ELA through the use of best practices, a scope and sequence of essential skills, and assessments.</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on TELPAS writing.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal</p> <p>Action Steps: Teachers will learn and implement Writing Workshop and instructional strategies. Within the writing workshop, teachers will model the writing processes to produce clear, cohesive written communication. The teacher will create the piece of writing for the class, sharing the thinking process, shares and discusses the writing model, along with modeling specific skill that is being taught.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: 4 Bilingual Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$237,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve teaching and learning by the use vocabulary of attack strategies. Strategy's Expected Result/Impact: Students will successfully increase their reading fluency and comprehension by meeting the standard on running records, unit assessment, district assessments, and STAAR exam at 70% mastery. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on TELPAS writing. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.





Student Learning

Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

Measurable Objective 3: A minimum of 60% will score Meets and higher on district assessments and the STAAR test

Evaluation Data Sources: District Snapshots, Campus based assessments, STAAR Released Test, TEA Field Test Assessment, Exit tickets, Do Nows

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate writing and reading strategies across curricular allowing students to write exploratory (to gauge exactly what students think), informative/explanatory (step process), argumentative (expand learning pushing students to master and meets) and mathematical creative writings that are age and grade appropriate .</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on TELPAS writing.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal</p> <p>Action Steps: Teachers will submit a student writing sample bi-weekly to the campus administrator aligned with the learning objectives * Teachers will incorporate writing graphic organizer, formal paragraph, illustration with words associated, card, brochure, poster, anchor charts, Quick Writes, etc.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: 8 ELAR Teachers (grades 3-5) - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$496,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Balance Literacy, Reader's Workshop will include teachers modeling comprehension and fluency strategies using mini-lessons. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on TELPAS writing. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will engage students in reading to self, reading in small guided reading groups, and responding in writing to their reading. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on TELPAS writing. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.

Student Learning





Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

Measurable Objective 4: The percentage of kindergarten through third grade students performing At/Above grade level as measured by the Beginning Running Records will increase 20 percentage points from the Beginning of the Year 2022 to the End of the Year 2023.

Evaluation Data Sources: Campus based assessments, Benchmark Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow a prescribed daily schedule to ensure that all of the Literacy by 3 Instructional Model is followed with fidelity.</p> <p>Strategy's Expected Result/Impact: Students will complete the current school year reading on grade level and pass the high frequency word evaluation.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal</p> <p>Action Steps: Teacher will deliver instruction through a balanced literacy approach, which includes reading instruction (phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of reading instruction (encoding).</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and intervention staff will provide reading intervention services to students during "RAM Time." Strategy's Expected Result/Impact: Students will complete the current school year reading on grade level and pass the high frequency word evaluation. Staff Responsible for Monitoring: Students will complete the current school year reading on grade level and pass the high frequency word evaluation Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use vocabulary attack strategies. Strategy's Expected Result/Impact: Students will successfully increase their reading fluency and comprehension by meeting the standard on running records. Staff Responsible for Monitoring: Classroom Teachers, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.

Student Learning

Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

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

Goal 1: MATH - When taking the 2022 Math STAAR test, students will perform at the approaches level at the following rates...70% (3rd grade), 65% (4th grade), 55% (5th grade); meets level - 20% (3rd grade), 30% (4th grade), 15% (5th grade); masters level - 10% (3rd grade), 10% (4th grade) 10% (5th grade).

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of K-5 Math teachers will receive 3 informal walkthroughs that are focused around math instructional practices and teacher effectiveness.

Evaluation Data Sources: T-Tess coaching forms, campus based assessment scores, data tracking using Ontrack reporting system

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching and Development - Provide Tier 1-3 teachers with weekly verbal and written feedback grounded in HISD Instructional Practices to increase scholar academic achievement</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on Ren360 benchmark assessments.</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors</p> <p>Action Steps: Coach teachers in deconstructing/unwrapping the TEKS included in the planning guide and pacing calendar to ensure a deep understanding of the skills, concepts, and alignment to assessment.</p> <p>Utilize Campus Based Assessments, TEA interim assessments, B.O.Y/M.O.Y/E.O.Y Renaissance 360</p> <p>Collaborative planning and Professional Learning Communities will allow teachers to develop the confidence to effectively teach at the highest level of rigor for student success.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Academic Tutor - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$29,120, Classroom Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$355,800</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and intervention staff will provide math intervention and enrichment service to students during "RAM Time" block at which students are grouped by academic need. Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors Action Steps: Teachers will plan and collaborate with the intervention team monthly. Progress monitoring will be review and implemented to meet the students need. The specialist and tutors will provide support to teachers and students. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will conduct At-Bats once a month detailing the lesson cycle and the effective instructional strategies to increase student achievement. Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Action Steps: Teachers will plan and collaborate with the intervention team monthly. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:





Demographics
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p>
Student Learning
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p> <p>Problem of Practice 5: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.</p>
School Processes & Programs
<p>Problem of Practice 2: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.</p>

Measurable Objective 2: 89% of scholars will utilize technology platforms for Renaissance, Zearn Learning TEKS-based, differentiated instruction

Evaluation Data Sources: R360 Progress Monitoring
Campus Based Assessments
TEA Interim Assessment (3-5)

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology-Supported Models - Utilize skills listed in Ren. 360 Instructional Planning (student) to offer tiered instruction to scholars on an online platform</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, district assessments and STAAR exam at 70% mastery. Students will show at least one year growth on Ren360 benchmark assessments.</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors</p> <p>Action Steps: Teachers will utilize the Ren360 skills at the end of the learning reports for students one week after administration. Teachers will use the data to adjust small group instruction or intervention. Ren360 will be administered in September (BOY), Jan (MOY), or May (EOY). Students will use Imagine Math (skills-based) or Study Island (TEKS-based) platforms daily during intervention sessions. Students will complete at least 3 lessons a week in Imagine Math. To keep track of these action steps, the administration team will run weekly reports to view students usage.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers and intervention staff will provide math intervention and enrichment service to students during "RAM Time" block at which students are grouped by academic need. Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors Action Steps: Teachers will plan and collaborate with the intervention team monthly. Progress monitoring will be review and implemented to meet the students need. The specialist and tutors will provide support to teachers and students. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Establish an effective data tracking system that holds all stakeholders accountable for monitoring and improving data collected through REN 360, Zearn learning and differentiated instruction. Strategy's Expected Result/Impact: Data Conferences Data PLC -Data digs with Data Specialist Effective planning to address areas of weakness shown in data Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist T. Todd- Campus Data Specialist Classroom Teachers Academic Tutors Action Steps: Teachers will conduct data analysis and data dig PLC after every formative assessment to identify students needing improvement as well as academic growth Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

Measurable Objective 3: The percentage of kindergarten through third grade students performing on the Urgent Intervention Level as measured by the Math Screener will decrease 18 percentage points from 28% at the Beginning of the Year 2021 to 10% at the End of the Year 2022.

Evaluation Data Sources: R360 Progress Monitoring
Campus Based Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow a prescribed daily schedule that follows the gradual release model with guided math as the focal point.</p> <p>Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth.</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors</p> <p>Action Steps: Teachers will utilize the Ren360 skills at the end of the learning reports for students one week after administration. Teachers will use the data to adjust small group instruction or intervention. Ren360 will be administered in September (BOY), Jan (MOY), or May (EOY). Students will use Imagine Math (skills-based) or Study Island (TEKS-based) platforms daily during intervention sessions. Students will complete at least 3 lessons a week in Imagine Math. To keep track of these action steps, the administration team will run weekly reports to view students usage.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers implement daily math instruction that will include modeling various mathematical strategies using mini-lessons.</p> <p>Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth.</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors</p> <p>Action Steps: Teachers will incorporate technology into the math workshop and will require specific math skills. Teachers will participate in learning opportunities to increase knowledge and practice. Teachers will join their grade level colleagues and math specialist to analyze student data to address students misconceptions and and mist understandings.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers and intervention staff will provide math intervention and enrichment service to students during "RAM Time" block at which students are grouped by academic need. Strategy's Expected Result/Impact: Students will complete the current school year performing on grade level and completing the end of the year showing at least one years' growth. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors Action Steps: Teachers will plan and collaborate with the intervention team monthly. Progress monitoring will be review and implemented to meet the students need. The specialist and tutors will provide support to teachers and students. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development. Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development. Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

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

Goal 1: SCHOOL PROGRESS

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: SCHOOL PROGRESS - The percentage of students showing academic growth in Reading will increase by 10 percentage points from 76% for students in 2022 to 86% in 2023.

Evaluation Data Sources: Campus Weekly Assessments

Intervention Assessments

TEA Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase student mastery of learning objectives (TEKS) with less than 70% performance level based on data for individual TEKS, by increasing the frequency of interventions for students not performing at grade level.</p> <p>Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, biweekly assessments and STAAR exam at 70% mastery. Students will show at least one year growth in lexile levels.</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown - Assistant Principal R. Galdamez - Assistant Principal L. Hunter - Interventionist Classroom Teachers Academic Tutors/Teaching Assistants</p> <p>Action Steps: Teachers will deliver instruction through a balanced literacy approach, which includes reading instruction (phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of reading instruction (encoding)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Academic Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$40,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Perceptions
Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.





Measurable Objective 2: SCHOOL PROGRESS - The percentage of students showing academic growth in Math will increase by 10 percentage points from 69% for students in 2022 to 79% in 2023.

Evaluation Data Sources: District Snapshots

Weekly Assessments

Intervention Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Increase student mastery of learning objectives (TEKS) with less than 70% performance level based on data for individual TEKS, by increasing the frequency of interventions for students not performing at grade level. Strategy's Expected Result/Impact: Students will successfully meet standard on unit assessments, biweekly assessments and STAAR exam at 70% mastery. Students will show at least one year growth in lexile levels. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown - Assistant Principal R. Galdamez - Assistant Principal Tiffany Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Teachers will deliver instruction through a balanced literacy approach, which includes math fluency and vocabulary instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Academic Tutors - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Student Learning
Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Perceptions
Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

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

Goal 1: CLOSING THE GAPS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All students will increase their lexile reading levels by 2 grade levels.

Evaluation Data Sources: Exit tickets

Assessment data

Ren360

Beginning Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize and implement cross- curriculum text and classroom libraries to encourage comprehension within both high-interest, non-fiction and fiction text.</p> <p>Strategy's Expected Result/Impact: Students reading on grade level will increase by 50%. Students will perform successfully on STAAR</p> <p>Staff Responsible for Monitoring: T. Hampton - Principal D. Brown - Assistant Principal R. Galdamez - Assistant Principal Classroom Teachers Academic Tutors/Teaching Assistants</p> <p>Action Steps: Teachers will deliver instruction through a balanced literacy approach, which includes reading instruction (phonics/phonemic awareness, vocabulary, fluency and comprehension) as a partner of reading instruction (encoding)</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Teaching Assistant for intervention - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$26,283.32, Academic Tutor for intervention - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$29,120</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve teaching and learning by the use vocabulary of attack strategies. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown - Assistant Principal R. Galdamez - Assistant Principal Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown - Assistant Principal R. Galdamez - Assistant Principal Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 5: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.
School Processes & Programs
Problem of Practice 2: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.

Measurable Objective 2: Provide data-informed, targeted instruction to student subgroups including AA, EL, SPED in reading/language arts on a daily basis

Evaluation Data Sources: OnTrack assessment data
Student data trackers
Small group data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Using OnTrack, teachers will review and examine critical TEKS and tailor instruction in lesson plans that allow time for re-teaching and/or sufficient time for students to practice skills to develop lifelong readers and increase fluency. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: S. Toole - Special Education Department Chair R. Galdamez - Assistant Principal D. Brown - Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Differentiation and best practices will be evident in every classroom as evidenced by the use of student accommodations, scaffolding, and stations. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve teaching and learning by the use vocabulary of attack strategies. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: S. Toole - Special Education Department Chair R. Galdamez - Assistant Principal D. Brown - Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: S. Toole - Special Education Department Chair R. Galdamez - Assistant Principal D. Brown - Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.
Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Problem of Practice 5: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.
School Processes & Programs
Problem of Practice 2: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.
Perceptions
Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Measurable Objective 3: Provide data-informed, targeted instruction to student subgroups including AA, EL, SPED in mathematics on a daily basis.

Evaluation Data Sources: All In Learning data

OnTrack assessment data

Student data trackers

Small group data

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Using All In Learning and OnTrack, teachers will review and examine critical TEKS and tailor instruction in lesson plans that allow time for re-teaching and/or sufficient time for students to practice skills to develop lifelong readers and increase fluency.</p> <p>Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress.</p> <p>Staff Responsible for Monitoring: S. Toole - Special Education Department Chair R. Galdamez - Assistant Principal D. Brown - Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants</p> <p>Action Steps: Differentiation and best practices will be evident in every classroom as evidenced by the use of student accommodations, scaffolding, and stations.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need.</p> <p>Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress.</p> <p>Staff Responsible for Monitoring: R. Galdamez - Assistant Principal D. Brown - Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Academic Tutors/Teaching Assistants</p> <p>Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers implement daily math instruction that will include modeling various mathematical strategies using mini-lessons. Strategy's Expected Result/Impact: Students will be able to achieve mastery of their goals and document their progress. Staff Responsible for Monitoring: T. Hampton - Principal D. Brown- Assistant Principal R. Galdamez- Assistant Principal T. Whitaker - Teacher Specialist Classroom Teachers Action Steps: Teachers will incorporate technology into the math workshop and will require specific math skills. Teachers will participate in learning opportunities to increase knowledge and practice. Teachers will join their grade level colleagues and math specialist to analyze student data to address students misconceptions and and mist understandings. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development. Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point. Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.
Student Learning
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development. Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point. Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Shadydale will achieve a 96% attendance rate for the 2022-2023 school year.

Evaluation Data Sources: Daily, weekly and monthly evaluation of attendance

Strategy 1 Details		Reviews			
Strategy 1: Student attendance will be submitted daily by the required ADA time by each classroom teacher. Strategy's Expected Result/Impact: There will be a reduction in insignificant absences and thus an increase in student achievement. Staff Responsible for Monitoring: T. Hampton E. Cardenas L. Phillips T. Barrera classroom teachers Action Steps: Student attendance will be submitted daily by the required ADA time by each classroom teacher. Mrs. Cardenas and campus teachers will be reminded via attendance bell (in person), Microsoft Teams and or text to take attendance. Mrs. Cardenas will monitor teachers submission status and reach out as needed. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: General Supplies for Marketing and Recruitment - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000, Extra Duty Pay for home visits - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$10,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of all absent students will be contacted daily after the daily attendance is submitted Strategy's Expected Result/Impact: There will be a reduction in insignificant absences and thus an increase in student achievement. Staff Responsible for Monitoring: T. Hampton L. Phillips K. Hernandez E. Cardenas classroom teachers Action Steps: Classroom teachers, teaching assistants and Mrs. Cardenas will communicate with parents immediately after ADA to determine students' reason for being absent . That information will be recorded daily via google document form. If a child is absent for two consecutive days, a home visit will be made by a faculty member or Wrap Around Specialist will conduct a home visit if no communication is made. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Schoolwide incentive program will be implemented. Students will be explained the stipulations surrounding earning the incentives. Strategy's Expected Result/Impact: There will be a reduction in insignificant absences and thus an increase in student achievement. Staff Responsible for Monitoring: T. Hampton L. Phillips K. Hernandez E. Cardenas classroom teachers Action Steps: Students will receive RAM bucks for good attendance and grades. School administration will do random attendance raffles, but students must be present to receive rewards. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Perceptions
Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will have a minimum of 3 community organization partnerships to assist in social, emotional learning and assist in reduction of classroom disruptions by 50%.

Evaluation Data Sources: Attendance records, discipline records

Strategy 1 Details	Reviews			
Strategy 1: The campus will consistently collaborate with community organizations and mentors who are cleared by the district's VIPS volunteering clearance. Strategy's Expected Result/Impact: Shadydale will have an increase of parental involvement by 25% from the previous year. Staff Responsible for Monitoring: T. Hampton R. Galdamez D. Brown T. Berry L. Phillips Action Steps: The campus will constantly collaborate with community organizations and mentors who are cleared by the district's VIPS volunteering clearance to assist with channeling students into positive after school activities. Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will consistently monitor the monthly discipline tracker that are sent home by the teachers. Strategy's Expected Result/Impact: Discipline infractions and parent conferences related to discipline will decrease by 10%. Staff Responsible for Monitoring: T. Hampton R. Galdamez D. Brown T. Berry L. Phillips Action Steps: Students will receive a daily tracker detailing conduct in class. Student/parent/teacher conferences will be conducted prior to changes in conduct on report card. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The school will implement schoolwide PBIS program. Strategy's Expected Result/Impact: Discipline infractions and parent conferences related to discipline will decrease by 10%. Staff Responsible for Monitoring: T. Hampton R. Galdamez D. Brown T. Berry L. Phillips Action Steps: Campus admin will lead grade level meetings to reiterate expectations and procedures. Students will participate in schoolwide competitions regarding discipline. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 2: One-tenth of our student population is currently overaged. **Root Cause:** This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.

Problem of Practice 4: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Student Learning

Problem of Practice 2: One-tenth of our student population is currently overaged. **Root Cause:** This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.

Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 6: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

School Processes & Programs

Problem of Practice 1: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Perceptions

Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 2: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The amount of fights will be reduced by 50% from the previous year.

Evaluation Data Sources: Discipline records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Faculty and staff will be trained in Bullying, Suicide, and Child Abuse.</p> <p>Strategy's Expected Result/Impact: Social and emotional interventions can be implemented earlier and thus improve the all around student campus culture.</p> <p>Staff Responsible for Monitoring: T. Hampton R. Galdamez D. Brown T. Berry L. Phillips</p> <p>Action Steps: Community partnerships will be selected and sought out based on the campus culture needs. Campus counselor will conduct monthly SEL meetings with students. Staff will alert campus administration and counselor of potential bullying and abuse.</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: The school will implement schoolwide PBIS program. Strategy's Expected Result/Impact: Discipline infractions and parent conferences related to discipline will decrease by 10%. Staff Responsible for Monitoring: Classroom Teachers T. Hampton R. Galdamez D. Brown T. Berry L. Phillips Action Steps: Campus admin will lead grade level meetings to reiterate expectations and procedures. Students will participate in schoolwide competitions regarding discipline. Schoolwide incentive program will be put into practice. Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The school will implement a mediation and counseling program. Strategy's Expected Result/Impact: Social and emotional interventions can be implemented earlier and thus improve the all around student campus culture. Discipline infractions and parent conferences related to discipline will decrease by 10%. Staff Responsible for Monitoring: T. Berry, Counselor L. Phillips, Wraparound Specialist Service Providers Action Steps: The counselor will conduct counseling groups, peer mediation groups and restorative circles. Title I: 2.6 Funding Sources: Counselor - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$90,109.63	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 4: Shadydale had an increase of office referrals due to fighting on campus. Root Cause: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Student Learning

Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 6: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

School Processes & Programs

Problem of Practice 1: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Perceptions

Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 2: Shadydale had an increase of office referrals due to fighting on campus. **Root Cause:** Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Improve academic performance of student subgroups on STAAR by 50% from the previous year.





Evaluation Data Sources: STAAR

Ren360

Campus Assessments

District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement targeted literacy and sheltered instruction through guided reading groups based on the results of the evaluations. Strategy's Expected Result/Impact: The student achievement GAP between SPED and non Sped will vary no more than 5%. Staff Responsible for Monitoring: Classroom Teachers Toole, SPED Dept. Chair Hampton, Principal Action Steps: Teachers will play an active role in maximizing the implementation of the students' IEPs on a daily basis. Teachers will document implementation in the HISD Connect system. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers and intervention staff will provide math and reading intervention and enrichment service to students during "RAM Time" block at which students are grouped by academic need. Strategy's Expected Result/Impact: Teacher will utilize small group instruction as well as designated tech support Imagine Literacy (reading) , Zearn Learning(math) as well as small group instruction to target content specific gaps in performance Staff Responsible for Monitoring: Classroom Teachers M. Orange- SPED Co Teacher S. Toole- SPED Dept Chair T. Hampton- Principal Action Steps: Teacher will ensure and implement appropriate content specific interventions to increase student performance. Teacher will also utilize student specific IEP accommodations to ensure best possible outcomes. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Special Education Teacher - 1991010007 - General Fund - Special Education - 6100 - Payroll - \$62,000		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Increase teacher capacity to provide effective first time instruction in reading and math Strategy's Expected Result/Impact: Teacher will utilize first time instruction to address common misconceptions, implement student accommodations and check for understanding to obtain better understanding in instructional practices. Staff Responsible for Monitoring: T. Hampton-Principal S. Toole- SPED Dept Chair Classroom teachers Action Steps: TEK specific planning PLC At bats District Planning Guides Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					





Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p>
Student Learning
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p>

Measurable Objective 2: Students will be able to increase their reading lexile level by at least one grade level during the calendar year.

Evaluation Data Sources: Ren360
Campus Assessments
District Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement reading conferences and diagnostic exams and disaggregate the data by special populations to monitor the growth.</p> <p>Strategy's Expected Result/Impact: The student achievement GAP between SPED and non Sped will vary no more than 5%.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Toole, SPED Dept. Chair Hampton, Principal</p> <p>Action Steps: Teachers will play an active role in maximizing the implementation of the students' IEPs on a daily basis. Teachers will document implementation in the HISD Connect system.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teacher will increase understanding of reading practices that will promote increased reading performance Strategy's Expected Result/Impact: Students lexile level increase by 1-2 levels by the end of the school year Staff Responsible for Monitoring: Classroom teacher S. Toole- SPED Dept. Chair T. Hampton- Principal Action Steps: Teacher will develop routines and procedures that engage students in continuous reading practice strategies. Gradually increase reading text to reflect increased rigor. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will improve teaching and learning by the use vocabulary of attack strategies. Strategy's Expected Result/Impact: Students will successfully increase their reading fluency and comprehension by increasing proficiency on running records, unit assessment, district assessments, and STAAR exam of at least 10 percent. Staff Responsible for Monitoring: Classroom Teachers, T. Hampton - Principal, D. Brown - Assistant Principal, R. Galdamez - Assistant Principal Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.

Student Learning

Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. **Root Cause:** The root cause is lack of intentional reading instruction and vocabulary development.

Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Problem of Practice 5: Teachers are not consistently performing at a level 3 on the TADS appraisal system. **Root Cause:** Lack of effective coaching and modeling throughout the school year.

School Processes & Programs

Problem of Practice 2: Teachers are not consistently performing at a level 3 on the TADS appraisal system. **Root Cause:** Lack of effective coaching and modeling throughout the school year.

Perceptions

Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. **Root Cause:** Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 70% of Economically Disadvantaged students will score at Meets or higher on STAAR

Evaluation Data Sources: STAAR

Ren360

Campus Assessments

District Assessments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will identify the students that are economically disadvantaged in their classroom, to ensure that all students have been given strategic goals in order to reach the level of Meets or Masters Strategy's Expected Result/Impact: 85% of EL students will grow one level in TELPAS, 10% increase in number of GT students, and 60% of Economically Disadvantaged students will score at Meets or Masters. Staff Responsible for Monitoring: T. Hampton T. Whitaker D. Brown R. Galdamez Classroom Teachers Action Steps: Teachers will track weekly and unit assessments by TEK and overall mastery; Differentiated instruction will be provided that is tailored to individual students Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and intervention staff will provide reading intervention and enrichment services to students during "RAM Time" where students are grouped by academic need Strategy's Expected Result/Impact: 85% of EL students will grow one level in TELPAS, 10% increase in number of GT students, and 60% of Economically Disadvantaged students will score at Meets or Masters. Staff Responsible for Monitoring: T. Hampton T. Whitaker D. Brown R. Galdamez Classroom Teachers Action Steps: Teachers will plan and collaborate with the intervention team on a monthly. Progress monitoring will reviewed and implementation of instructional practices will be discussed to meet the students' need. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will improve teaching and learning by the use vocabulary of attack strategies Strategy's Expected Result/Impact: 85% of EL students will grow one level in TELPAS, 10% increase in number of GT students, and 60% of Economically Disadvantaged students will score at Meets or Masters. Staff Responsible for Monitoring: T. Hampton T. Whitaker D. Brown R. Galdamez Classroom Teachers Action Steps: Teachers will learn and implement Really Great Reading and word attack strategies. The teacher will model how to attack a word and segmentation strategies. Teachers will explicitly teach academic vocabulary and link a lesson's key content and language concepts to students' background knowledge. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p>
Student Learning
<p>Problem of Practice 1: According to our Renaissance 360 EOY data, our greatest problem of practice is that 50% of our students are still reading below grade level. Root Cause: The root cause is lack of intentional reading instruction and vocabulary development.</p> <p>Problem of Practice 2: One-tenth of our student population is currently overaged. Root Cause: This can be attributed to a lack of intentional intervention for students starting at the beginning of the year or at the first data point.</p> <p>Problem of Practice 3: Only 18% of the students tested during the 2021-2022 school year are scoring at the Meets or above level on STAAR Math. Root Cause: A lack of mathematical instructional practices and focus with inconsistent feedback significantly impacted our students.</p> <p>Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.</p> <p>Problem of Practice 5: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.</p>
School Processes & Programs
<p>Problem of Practice 2: Teachers are not consistently performing at a level 3 on the TADS appraisal system. Root Cause: Lack of effective coaching and modeling throughout the school year.</p>
Perceptions
<p>Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Parental involvement will increase by 25% from the previous school year.

Evaluation Data Sources: VIPS report

Volunteer log

Community Partnerships

Strategy 1 Details	Reviews			
Strategy 1: Develop community partnerships with parents, businesses, churches, and social clubs to improve school culture and the image of the school within the North Forest Community at large. Strategy's Expected Result/Impact: Parental involvement within the school and through PTO, will increase from 5% to 40% for the 2022-2023 school year. Staff Responsible for Monitoring: T. Hampton T. Berry L. Phillips R. Galdamez D. Brown classroom teachers Action Steps: We will select a business frequently visited in the greater Shadydale community to set up a tent and table and share information about the campus and interact with individuals in the community. Title I: 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase and develop family and community partnerships. Strategy's Expected Result/Impact: Parental involvement within the school will increase from 5% to 40% for the 2022-2023 school year. Staff Responsible for Monitoring: T. Hampton T. Berry L. Phillips R. Galdamez D. Brown classroom teachers Action Steps: Principal will conduct a monthly meeting "Coffee with the Principal" with the parents monthly. Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide families with opportunities to engage in students' learning. Strategy's Expected Result/Impact: Parental involvement within the school will increase from 5% to 40% for the 2022-2023 school year. Staff Responsible for Monitoring: T. Hampton T. Berry L. Phillips R. Galdamez D. Brown classroom teachers Action Steps: The school will host Literacy Night and Math/Science/Technology events throughout the school year. Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 4: Shadydale had an increase of office referrals due to fighting on campus. Root Cause: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.
Student Learning
Problem of Practice 4: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Problem of Practice 6: Shadydale had an increase of office referrals due to fighting on campus. Root Cause: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.
School Processes & Programs
Problem of Practice 1: Shadydale had an increase of office referrals due to fighting on campus. Root Cause: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.
Perceptions
Problem of Practice 1: Shadydale ended the school year with a 90.7% attendance rate. Root Cause: Constant instructional disruptions due to COVID-19 and student behavior attributed to students frequent absences.
Problem of Practice 2: Shadydale had an increase of office referrals due to fighting on campus. Root Cause: Lack of PBIS implementation and intervention. Lack of SEL restorative practices.

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 21, 2022.

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

Estimated number of students to be screened: 640

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 K, 1, 3, 5, will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Gretchen Dregin

Estimated number of students to be screened: 640

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 3: HEARING SCREENING at Grades K, 1, 3, 5, will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Gretchen Dregin

Estimated number of students to be screened: 640

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, will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Gretchen Dregin

Estimated number of students to be screened: 670

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: 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 2022-2023.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse Gretchen Dregin/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 6: 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: Gretchen Dregin, School Nurse

Number of AEDs on campus: 2

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: 100% of students will have an updated health inventory on file so that Shadydale can best evaluate the medical concerns and needs.

Evaluation Data Sources: Immunization records

Health inventory

Strategy 1 Details		Reviews			
Strategy 1: Nurse will reach out to all parents and explain the importance of health inventory and upload into HISD Connect. Nurse will also ensure the teachers are aware of any major medical concerns. Strategy's Expected Result/Impact: The amount of students being sent home for illnesses will decrease by 25% Staff Responsible for Monitoring: G. Dregin Action Steps: The health inventory will be mailed home prior to face to face instruction. It is also available in the HISD Connect system and will be sent home with the student on the first day of face to face instruction. The nurse will gather all documents and keep a copy of the health inventory in the nurse's office. The nurse will communicate with the teachers any pertinent medical look-fors to be aware. Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: All students will participate in the Fresh Fruits and Vegetables Program through HISD Nutrition Services. Strategy's Expected Result/Impact: Shadydale students will be educated in the field of healthy cooking and snacking. Staff Responsible for Monitoring: T. Berry R. Castille G. Dregin Action Steps: The Fresh Fruits and Vegetables Program will supply students with fresh food once every two weeks for them to snack on immediately or to take home and cook. The FFVP will conduct presentations during PE class on the importance of healthy eating and exercise. Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

State Compensatory

Budget for 479 Shadydale Elementary School

Total SCE Funds: \$21,996.58

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Our SCE funds are being used to supplement our bilingual education programs. The personnel being funded through SCE is a non-instructional aide. The primary role of this person is to ensure that our students enrolled in the emergent bilingual program have the proper PEIMS coding and are in the right placement. This person assists with TELPAS and LAS testing as well.

Personnel for 479 Shadydale Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Daritzia CuevasPacheco	Non-Instructional Aide	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making progress. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by determinings that our first priority should involve utilizing best instructional practices in reading that includes a structured guided reading and balanced literacy block. We will implement a focused literacy model in all classrooms to improve performance in reading and writing. By implementing this school-wide literacy plan, individual student reading needs will be addressed daily. This will improve student learning and performance not only in reading, but all subjects and will result in a positive impact no all indices. We also understand our need for intervention on our ampus and the need to clsoe the achievement gap with majority of our students. We will implement a school-wide intervention block to ensure all students receive time throughout the day where they are able to have targeted instruction related to their needs, determined by data pulled from running records and Renaissance 360.

2. Campus Improvement Plan

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, principal, and other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: SDMC meetings, restructured PTO, parent meetings.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: weekly data assessments, data disaggregation meetings, plc meetings, classroom observations, and after school tutorials.

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

The SIP is available to parents in the following locations: school website, main office, parent meetings. We provide the SIP to parents in the following languages: English and Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. Teachers will participate in professional development that focuses on improving instruction in ELAR and the topics of student achievement and data, teachers will collaborate as grade level teams discussing student data and areas of concern with regards to individual student achievement. Designated reading strategies and supports will be provided to assist students increase their academic progress in the areas of Reading.
2. Teachers will improve teaching and learning in ELAR through the use of best practices, scope and sequence of essential skills and assessments
Teachers will incorporate writing and reading strategies across curricular allowing students to write exploratory. informative/explanatory, argumentative and mathematical

creative writings that are age and grade level appropriate.

4. Increase student mastery of learning objectives (TEKS) with less than 70% performance level based on data for individual TEKS, by increasing the frequency of interventions for students not performing at grade level.
5. Using OnTrack, teachers will review and examine critical TEKS and tailor instruction in lesson plans that allow time for re-teaching and/or sufficient time for students to practice skills to develop lifelong readers and increase fluency.

2.5: Increased learning time and well-rounded education

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

- Technology-Supported Models - utilize skills in Ren360 instructional planning to offer tiered instruction to scholars on an online platform
- Using OnTrack, teachers will review and examine critical TEKS and tailor instruction in lesson plans that allow time for re-teaching and/or sufficient time for students to practice skills to develop lifelong readers and increase fluency.

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 I explicit instruction taking place in all content areas
- bi-weekly At Bats
- small group instruction based on student data needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The SIP will be revisited at all SIP and parent meetings.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

Parent: Sharita Mayo

Teacher - Sherrie Curry

Admin - Teri Hampton

The PFE was distributed on the campus website in English and Spanish.

Four strategies to increase Parent and Family Engagement include:

- Parent Engagement Room
- restructured PTO
- Coffee with the Principal meetings

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Rivers	Tchr, Class Size Reduction	Title 1	1.0
Krystal Finley	Tchr, Class Size Reduction	Title 1	1.0
Tiffany Whitaker	Teacher Specialist	Title I	1.0
Viaginae Edmond	Sr Academic Tutor, Hrly	Title 1	1.0

Campus Leadership Team

Committee Role	Name	Position
Administrator	Teri Hampton	Principal
Administrator	Dawnyell Brown	Assistant Principal
Administrator	Rene Galdamez	Assistant Principal
Administrator	Tiffany Whitaker	Teacher Specialist
Non-classroom Professional	Latricia Hunter	Interventionist

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Teri Hampton	Principal
Administrator	Dawnyell Brown	Assistant Principal
Classroom Teacher	Tasha Stoot	Teacher
Parent	Sherrie Curry	Parent
Parent	Sharita Mayo	Parent
Community Representative	Charisse Johnson	Community Member
Community Representative	Eduardo Luna	Community Member
Non-classroom Professional	Sondria Toole	SPED Department Chair
Classroom Teacher	Darlene Harvey	SPED Teacher
Paraprofessional	Nancy Sosa	Clerk
Classroom Teacher	Sonya Wilson-Jackson	Kindergarten Teacher
Administrator	Tiffany Whitaker	Teacher Specialist

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	8 Reading Teachers	6100 - Payroll	\$496,000.00
1	1	2	1	4 Bilingual Teachers	6100 - Payroll	\$237,200.00
1	1	3	1	8 ELAR Teachers (grades 3-5)	6100 - Payroll	\$496,000.00
2	1	1	1	Classroom Teachers	6100 - Payroll	\$355,800.00
4	1	1	1	Teaching Assistant for intervention	6100 - Payroll	\$26,283.32
5	1	1	1	General Supplies for Marketing and Recruitment	6300 - Supplies and Materials	\$10,000.00
5	1	1	1	Extra Duty Pay for home visits	6400 - Other Operating Expenses	\$10,000.00
5	3	1	3	Counselor	6100 - Payroll	\$90,109.63
Sub-Total						\$1,721,392.95
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	2	Special Education Teacher	6100 - Payroll	\$62,000.00
Sub-Total						\$62,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	Academic Tutor	6100 - Payroll	\$29,120.00
3	1	1	1	Academic Tutors	6200 - Contracted Services	\$40,000.00
3	1	2	1	Academic Tutors	6100 - Payroll	\$10,000.00
4	1	1	1	Academic Tutor for intervention	6100 - Payroll	\$29,120.00
Sub-Total						\$108,240.00