Houston Independent School District

153 Fondren Elementary School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fondren Elementary is the Jewel of the Southwest; nestled in the heart of the Fondren Gardens community, along the border of Fort Bend ISD, it serves a family friendly community of 299 students from families of various demographics and ethnic groups. In 2021-2022, the enrollment number was at 299, with 288 of those students being Economically Disadvantaged. In terms of ethnicity groups, 235 students are Hispanic, 55 are African American, 4 students are White, 4 students are Asian, and 1 student in the "Other" ethnicity group.

At Fondren Elementary, 163 students, 55 percent, are English Language Learners; these students are in our Dual Language 50/50 program that started in the Spring of 2020. Our Dual Language program is currently at the 2nd Grade level, where the students in that cohort began their Dual Language journey in Kindergarten, 2 years ago.

Attendance during the 2021-2022 school year was at 89.35% where the majority of the learning loss and time away from school happened in the months of September and January, with the emergence of the COVID-19 variants; and the fact that the vaccine was not yet available to the primary grade level students during the beginning of the 2021-2022 school year.

Fondren Elementary also serves 42 students with disabilities. We offer the Special Education programs of Resource, SLC-Alt 1, SLC-Alt 2, and ECSE; these programs serve students with disabilities in the general education program through resource support, students on the autism spectrum in Grades (1 & 2), students with autism in grades (3-4), and students in early childhood special education, respectively.

Due to the diverse needs of our students and our programs, Fondren Elementary employs General Education teachers who are ESL certified, Bilingual certified, and or certified in Special Education. Our student to teacher ratio is 17:1. Special Education teachers have 4 teaching assistants who work with our students with special needs.

The average teacher, years of experience, is between 2 to 15 years of experience, where seven of the teachers are in their 2nd year of teaching.

Demographics Strengths

The strengths in our demographics are that all student groups are being provided educational opportunities by teachers who are certified in ESL, Bilingual, and Special education. Every students at Fondren Elementary aspires to be their very best, where they are always smiling, happy to learn, happy to share, and happy to tell you about their best experiences of the day. The students love their teachers, and the community is involved in our childrens' education by regularly attending events that enrich our families with educational resources and supports in Literacy, Mathematics, and as well as general health needs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Teachers struggle in teaching to the standard of TEKS in Math **Root Cause:** Teachers do no have readily and accessible access to TIER 1, high quality materials.

Problem of Practice 2 (Prioritized): Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause:** Teachers do not have proper

training in a comprehensive Guided Reading program.

Student Learning

Student Learning Summary

Before the COVID-19 Pandemic, in the year 2018-2019, Fondren Elementary was rated at an Overall C rating by TEA with a scaled score of 77. After the COVID-19 pandemic, the students and community suffered over a year of learning loss. In the Spring of 2022, Fondren Elementary was rated at an Overall B rating by TEA with a scaled score of 88.

Data from the 2021-2022 school year was as follows:

Grade 3

Math - 34% of students and 45% of students performed at the MEETS performance level in English and in Spanish, respectively.

Reading - 40% of students performed at the MEETS performance level in both English and in Spanish.

Grade 4

Math - 19% of students performed at the MEETS performance level in English.

Reading - 35% of students performed at the MEETS performance level in English.

Grade 5

Math - 48% of students performed at the MEETS performance level in English.

Reading - 35% of students performed at the MEETS performance level in English.

Science - 15% of students performed at the MEETS performance level in English.

Student Learning Strengths

The students at Fondren Elementary are strong and resilient. They have showed a steady growth and progress in the last 5 years. The last rating by TEA, prior to the pandemic of 2020, the students performed and earned a scale score of 77, C Rating. In 2021-2022, the students at Fondren Elementary performed and earned a scale score of 88.

According to the STAAR Performance Reports, the student learning strengths are evident in Grade 3 and Grade 5, Math and Reading. Students in Grade 3 Math grew from 5% in MEETS in 2021, to 34% in MEETS in 2022; their Spanish STAAR test counterpart performed from a 13% MEETS in 2021, to a 45% in MEETS in 2022. In 5th Grade Math, students grew from 24% in MEETS to 48% in MEETS from 2021 to the 2022 STAAR testing administration.

In STAAR Reading, Grade 3 students in both English and Spanish performed at 40% in the MEETS category; this was significant difference in growth, where they scored at 15% and 6% in the MEETS category, a year prior in 2021. In Grade 5, students who took the STAAR Reading test grew from a 18% Meets performance level, to a 39% Meets performance level.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Teachers struggle in teaching to the standard of TEKS in Math **Root Cause:** Teachers do no have readily and accessible access to TIER 1, high quality materials.

Problem of Practice 2 (Prioritized): Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause:** Teachers do not have proper training in a comprehensive Guided Reading program.

Problem of Practice 3 (Prioritized): Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause:** Teachers do not have proper training or guidance for documenting interventions

Problem of Practice 4 (Prioritized): Teachers are struggling with referring students for IAT **Root Cause:** Lack of training and explanation of how and when to refer a student for IAT

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary

Fondren Elementary follows the district curriculum when planning for instruction. We utilize the Professional Learning Community (PLC) model for reviewing our progress and planning actions related to the problem of practice. During PLC, we choose 1 Dimension from the T-TESS rubric to discuss. Each grade level brings their lesson plans, resources, Scope & Sequence, and data to plan and discuss what types of artifacts can be used to demonstrate proficiency in the dimension. Teachers follow data protocols in order to identify areas of need and discuss a plan of action for next steps. We provide relevant professional development and continue supporting teachers through PLC as well as weekly coaching and feedback. Fondren ES serves students from Prekindergarten through 5th Grade with 2 teachers at each grade level. Our PLC meetings are scheduled every Wednesday and Thursday along with monthly vertical planning days.

We have the following programs:

- Dual Language program Pre-K - 1st grade
- Bilingual program 2nd-5th
- 21st Century After-school program
- Parent Teacher Organization (PTO)
- Fruits and Veggies Program
- Accelerated Learning Program for students that Did Not Meet, Approaches, or Meets the 2022 STAAR test.
- Professional Learning Committees (PLC)
- Instructional Intervention Block embedded in teacher's daily schedules.
- GT Neighborhood School Program
- Guided Reading Program
- Scholastic Partnership and Coaching
- Eureka Math Coaching
- Literacy Now Interventionists

School Processes & Programs Strengths

School Processes & Programs Strengths

- Consistent weekly PLC meetings with admin team and grade level teams are implemented.
- Monthly vertical planning meetings for Eureka Math and Guided Reading
- Campus offers extracurricular activities such as sports, book club, homework support, STEM, tutoring, math, and creative art.
- All of our teachers know the expectations for board configurations.
- Our campus provides breakfast for all students to ensure they get an opportunity to eat.
- We provide a free after school program for students which offers homework support.
- We provide after school tutoring support for students.
- We have Reading and STEM teacher specialist that offer lesson planning support, modeling, feedback and coaching, along with other supports to teachers.
- Reading interventionist & Special Education Resource teacher are trained in Reading by Design and attend PLC planning meetings focused on reading instruction
- We have monthly faculty meetings that allow for training and information sharing.

- We have counseling services that are offered to students once a week as well as one-on-one support.
- SEL lessons embedded within the Master Schedule as a part of the ancillary rotation
- Library schedule embedded in the Master Schedule
- Classroom Libraries with leveled books in all self-contained and reading classrooms
- Sheltered Instruction aligned to the English Language Proficiency Standards
- We have weekly staff newsletter to share important dates and information
- School-wide behavior management coaching through TEACH

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Teachers struggle in teaching to the standard of TEKS in Math **Root Cause:** Teachers do no have readily and accessible access to TIER 1, high quality materials.

Problem of Practice 2 (Prioritized): Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause:** Teachers do not have proper training in a comprehensive Guided Reading program.

Problem of Practice 3 (Prioritized): Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause:** Teachers do not have proper training or guidance for documenting interventions

Problem of Practice 4 (Prioritized): Teachers are struggling with referring students for IAT **Root Cause:** Lack of training and explanation of how and when to refer a student for IAT

Perceptions

Perceptions Summary

Fondren Elementary has a sensible student culture and staff culture that is focused around high quality materials, the latest educational programs in Emergent Bilingual Education, and the latest researched best practices in instructional framwork. This year, we are a Eureka Math phase 1 campus; we have partnered with Scholastic for Guided Reading, a daily liteacy program, and also partnered with T.E.A.C.H. We also continue to build our Dual Language program and our Early Childhood program via district level support. The perception is that we are school of young, inexperienced educators, who have their hearts and minds, set on becoming an A+ school, an A Rated School by TEA. We work harder than other schools where many of our teachers and support staff members serve dual roles, and lead various projects.

Perceptions Strengths

In the last 3 years, since the arrival of Principal Contreras, and his administrative team, the front office staff, and the teacher team that he personally selected, Fondren Elementary has:

1. Established a Non-Profit, Parent Teacher Organization, that is involved in every community and staff project. This is the first officially documented PTO in the last 8 years.

2. Been awarded Platinum Level in recognition as a Family Friendly School by the Family and Community Engagement department in the Houston Independent School District.

3. Updated all technology where every classroom is equiped with the latest Digital Display for students.

4. Every student in Grades 2-5 has a personal laptop that they utilize in their classrooms daily.

5. Hosted monthly Family, Student, and Community events that enrich the Fondren Elementary community in Literacy, Math, and Culture.

6. Made a transition from a 80/20 traditional Bilingual program, to a 50/50 Dual Language Program.

7. Created a phase in plan for new modern, student centered, furniture.

8. Expanded the Special Education program for students with Autism in establishing a District 1st, SLC-Alt 2 program that focuses on the rigor needed to support students taking the STAAR-ALT state assessment.

9. Switched parent communication to a secure online social media network where parents and educators can communicate and exchange information readily.

10. Accountability Ratings have showed significant progress from a Scale Score of 77 to a Scale Score of 88, Rated B, in 2022.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Teachers struggle in teaching to the standard of TEKS in Math **Root Cause:** Teachers do no have readily and accessible access to TIER 1, high

quality materials.

Problem of Practice 2 (Prioritized): Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause:** Teachers do not have proper training in a comprehensive Guided Reading program.

Priority Problems of Practice

Problem of Practice 1: Teachers struggle in teaching to the standard of TEKS in Math
Root Cause 1: Teachers do no have readily and accessible access to TIER 1, high quality materials.
Problem of Practice 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency.
Root Cause 2: Teachers do not have proper training in a comprehensive Guided Reading program.
Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 3: Teachers do not consistently document interventions for Tier 2 & 3 students
Root Cause 3: Teachers do not have proper training or guidance for documenting interventions
Problem of Practice 3 Areas: Student Learning - School Processes & Programs

Problem of Practice 4: Teachers are struggling with referring students for IAT
Root Cause 4: Lack of training and explanation of how and when to refer a student for IAT
Problem of Practice 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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

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 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 5 percentage points from 40% in Spring 2022 to 45% in Spring 2023.

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

Measurable Objective 1: Implement Guided Reading Lessons in grades K-5 for 50 minutes a day during the dedicated Intervention Block. 80% of Tier 2 & 3 students will increase their independent reading level by May 27th, 2023.

Evaluation Data Sources: Classroom Observations, Lesson Plans, Daily Schedule

Strategy 1 Details	Reviews			
Strategy 1: We will implement Daily Guided Reading Lessons for 50 minutes each day during the designated Intervention Time.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: We will utilize this time-frame to provide small group instruction for Tier 2 & 3 students on each student's instructional reading level. Students will receive targeted instruction in phonological and phonemic awareness, decoding and fluency strategies, along with vocabulary and reading comprehension. **Staff Responsible for Monitoring:** Teachers, interventionists, and administrators **Action Steps:** 1. Complete 2-Day Training at the Beginning of the Year In-Service 2. Complete and review Benchmark Running Record Data- create groups based on instructional reading level for each student (teachers)- admin. will support 3. Teachers will begin Guided Reading Lessons on or by September 13th- admin will support by giving coaching and feedback on the first 2 weeks of implementation. 4. Teachers, interventionists, & admin. will attend a planning PLC meeting with Ms. Gatlin, from Scholastic **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Resources for Guided Reading - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $5,000	65%			

Strategy 2 Details	Reviews			
Strategy 2: Progress monitor best practices of Guided Reading	Formative			Summative
Strategy's Expected Result/Impact: Teachers will learn and utilize progress monitoring during the Guided Reading lessons to monitor student understanding and responses to their lessons.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Interventionists, Admin (for support)	60%			
Action Steps: 1. Teachers will attend 1 Day of BOY In-Service training to review progress monitoring tools such as individualized check lists and anecdotal notes 2. Teachers will update their Guided Reading Binder with a section for Progress Monitoring during their Guided Reading Lessons. 3. Teachers will share their progress monitoring tools with one another along with next steps when planning the follow-up lesson. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

Strategy 3 Details	Reviews			
Strategy 3: All Self-Contained Teachers, Reading Teachers, and Interventionists will participate in Calibration Walks within the campus and/or at neighboring Dual Language Campuses.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will gain a better understanding and enhance their lessons by learning from their peers and how they are implementing guided reading.	30%			
Staff Responsible for Monitoring: Appraisers, Scholastic Coach, & Reading Teacher Specialist				
Action Steps: 1. Appraisers and Scholastic Coach will schedule dates for teachers to participate in Calibration Walks (on and/or off campus) 2. Teachers will be required to take notes while completing walks 3. Teachers will debrief with appraisers, teacher specialist, and Scholastic Coach and add items to their guided reading lesson plans. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Substitute Teacher - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Student Learning
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

School Processes & Programs
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Perceptions
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Measurable Objective 2: By the end of the 2022-2023 school year, 80% of students will score at or above their grade level in reading based on their Benchmark Running Records.

Evaluation Data Sources: Benchmark Running Record Tracker

Strategy 1 Details	Reviews			
Strategy 1: 100% of Self-Contained Teachers, Reading Teachers, Admin, and Interventionists will be trained on how to administer benchmark running records.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers, Interventionists, and Admin will know how to administer the benchmark running record and how to accurately determine each students' independent and instructional reading level. **Staff Responsible for Monitoring:** Administrators, Scholastic Coaching Support **Action Steps:** 1. Self-Contained Teachers, Reading Teachers, Admin, and Interventionists will attend a 2 hour Benchmark Running Record Training during BOY Pre-Service. 2. Admin and Teacher Specialist will distribute benchmark running record kits along with resources 3. Teachers will begin and complete benchmark running record assessment by September 16th, 2022. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	80%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will complete and update a school-wide benchmark running record tracker and classroom tracker each month to determine student progress towards reading goals.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers, Interventionists, and Admin. will be aware of each students' reading progress (individual and class). **Staff Responsible for Monitoring:** Administrators, IAT Liaison, and Teachers **Action Steps:** 1. Create and share the school-wide benchmark running record tracker with teachers and staff. 2. Schedule PLC dates for reviewing benchmark running record data, recording it in the tracker, and next steps. 3. Implement individualized data folders for each student- provided and kept with classroom teacher. 4. Parent conferences for students not meeting progress with reading goals **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	70%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers, Admin, Interventionists will share the Independent Reading Level Correlation Chart with parents during Open House.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Parents & guardians will be aware of how their child is supported to enhance their English and Spanish Reading. Parents will know the expectations of how they should progress throughout the school year based upon their grade level. **Staff Responsible for Monitoring:** Admin, Teachers, and Interventionists **Action Steps:** 1. Share the Reading Level Correlation Chart with Teachers and explain the purpose 2. Present the chart to parents during Open House and Parent & Family Engagement Meetings 3. Teachers will discuss student reading levels with parents using the correlation chart and reading level rubric. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3: 100% of teachers, interventionists, and administrative team members will participate in Guided Reading Vertical Planning PLC's.

    Evaluation Data Sources: Fondren Campus Literacy Plan

Strategy 1 Details	Reviews			
Strategy 1: Teachers, interventionists, and Administrators will participate in vertical planning with a support coach that will focus on specific guided reading components throughout the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and interventionists will gain knowledge on the type of lessons and support they are gaining from students and how that support will change as they make progress with reading throughout the school year. **Staff Responsible for Monitoring:** Admin, Teacher Specialist, Support Coach **Action Steps:** 1. Administrators and Scholastic Coach will arrange vertical planning dates throughout the school year 2. Teachers will participate in At-Bats lessons with their peers 3. Teachers will have an opportunity to plan and update Guided Reading Lessons based on data, and items that they will include as students progress using the Guided Reading Lesson Templates. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Substitute Teacher - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $1,000	70%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers, Interventionists, Administrative Team will share best practices and expectations as well as student outcomes aligned to student independent and instructional reading levels and strategies they will need to address as they plan Guided Reading Lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive Guided Reading lessons that will support their fluency and comprehension expectations for their grade level that address their reading skill deficits. **Staff Responsible for Monitoring:** Teachers, Interventionists, Guided Reading Support Staff, and Administrative Team **Action Steps:** 1. Teachers and Interventionists will have the opportunity to present a section of their Guided Reading lesson in which they had planned for 1-2 of their Guided Reading Groups during vertical planning meetings 2. Teachers will adjust their guided reading lessons as needed based upon their observations of At-Bats lessons from their peers and their student needs 3. Teachers will collaborate with interventionists to ensure alignment with Guided Reading strategies, and tools specific to each students' need and based upon their instructional reading level. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	30%			

Strategy 3 Details	Reviews			
Strategy 3: Teachers and Interventionists will create student goals and goals for themselves aligned to the implementation of Guided Reading, reflecting on their Individualized Professional Development Plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will have a clear idea of the goals they have for themselves and their students as they implement Guided Reading throughout the school year. Teacher Specialist and Administrators will revisit goals during each Vertical Planning session. **Staff Responsible for Monitoring:** Teachers, Interventionists, Teacher Specialists, Administrative Team **Action Steps:** 1. Teachers and interventionists will create goals for themselves and document this on their Individualized Professional Development Plan 2. Teachers and interventionists will work together to create student goals and address possible student misconceptions during the Guided Reading lesson 3. Teachers, interventionists, Teacher Specialists, and Appraisers will discuss documentation that will help track teacher/interventionist progress towards goal as well as student goals. 4. Teachers and interventionists will share student learning outcomes that they will expect at the end of the Guided Reading lesson and how students will be assessed. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	60%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.
Student Learning
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.
School Processes & Programs
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.
Perceptions
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Measurable Objective 4: 100% of eligible teachers will complete ongoing professional development strategies from the Science of Teaching Reading Academy, which is focused on oral language, alphabet knowledge, decoding-fluency, and comprehension.

Evaluation Data Sources: Reading Academy Program Timeline Checklist

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete Reading Academy and pass the end of the unit assessment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will implement word study instruction focused on oral language, alphabet knowledge, decoding-fluency, and comprehension	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Appraisers **Action Steps:** 1. Teachers will participate in Pre-Service training for HB Reading Academy 2. Teachers will continue with course completion and provide appraisers updates on progress 3. Teachers will complete and pass the end of the unit assessment after completing the HB Reading Academy courses. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	65%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement the skills and strategies that they are acquiring from their reading course during their Literacy by 3 content blocks of instruction. This will help improve student reading fluency and comprehension.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will engage in Reading Academy strategies during the instructional day.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Specialist Teachers Appraisers **Action Steps:** 1. Keep pace with the modules. 2. Embed strategies into the Literacy by 3 Block. 3. Receive feedback, coaching, and support around the reading strategies. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	70%			

Strategy 3 Details	**Reviews**			
Strategy 3: We will monitor and motivate teachers to complete their course modules, so that they stay on track and in compliance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students and teachers should engage and experience HB3 reading academies with the scope and sequence set forth by the course. **Staff Responsible for Monitoring:** Teachers Teacher Specialist Appraisers **Action Steps:** 1. Remind teachers of their courses and schedules. 2. Send reminders to teachers for staying on track. 3. Give feedback, coaching and support to teachers who are struggling to keep pace. 4. Provide time, extra duty pay, for teachers to meet after hours to plan and complete their HB3 Reading academy modules, as needed. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Extra Duty Planning Time - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $1,000	70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Measurable Objective 4 Problems of Practice:

Demographics
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Student Learning
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.
Problem of Practice 3: Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause**: Teachers do not have proper training or guidance for documenting interventions
Problem of Practice 4: Teachers are struggling with referring students for IAT **Root Cause**: Lack of training and explanation of how and when to refer a student for IAT

School Processes & Programs
Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.
Problem of Practice 3: Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause**: Teachers do not have proper training or guidance for documenting interventions
Problem of Practice 4: Teachers are struggling with referring students for IAT **Root Cause**: Lack of training and explanation of how and when to refer a student for IAT

Perceptions

Problem of Practice 2: Teachers do not implement Guided Reading daily nor conduct running records with consistency. **Root Cause**: Teachers do not have proper training in a comprehensive Guided Reading program.

Measurable Objective 5: 60% of Pre-K students will score ON TRACK on the January MOY CIRCLE Assessment, and 100% of the students will score ON TRACK by the May EOY CIRCLE Assessment

    Evaluation Data Sources: CIRCLE, On-Track

Strategy 1 Details	Reviews			
Strategy 1: Daily Small Group instruction during defined Intervention block.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The implementation of a school wide intervention schedule, teachers are allocated the time to provide targeted instruction to move students towards positive student outcomes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Prek Teachers, Prek TA's **Action Steps:** 1. Identify state standards and CIRCLE criteria for ONTRACK progress 2. Review BOY data and set individualized goals for each student and class 3. Train teachers in SG Guided Reading instruction beyond Scholastic (fine motor, print awareness, Alphabetic Principal, Oracy...etc) 4. All necessary materials are in SG teaching area 5. Teacher are familiar with KG aligned standards 6. Tier 1 instruction aligns with CIRCLE criteria 7. Provide professional development opportunities in Phonological Awareness, Phonemic Awareness **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	70%			

Strategy 2 Details	Reviews			
Strategy 2: Parents/Families are actively engaged in student progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Partnering closely with families student outcomes are positively impacted, both academically and SE.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PreK Teachers, Admin, Counselor, WrapAround Specialist, PreK TA's **Action Steps:** 1. Create PreK Contract outlining family/student expectations (academic, family engagement, and behavioral) 2. All families are entered into contract 3. Teachers communicate regularly with families with classroom/student updates 4. Teachers are to review BOY assessment results with families and create action plans for forward movement 5. Teachers are to review MOY assessments results with families and create action plans for forward movement 6. Families enrolled in and actively utilize in Ready Rosie, Imagine Learning, and any other platform determined by admin/teachers/district 7. Teachers create at home "projects" throughout the year to ensure family engagement **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	70%			

Strategy 3 Details	Reviews			
Strategy 3: Tier 1 instruction supports CIRCLE Assessment criteria and school expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By clearly defining expectations/goals for teachers and families, student outcomes are positively impacted.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, PreK Coach (district), Teachers **Action Steps:** 1. Create ELA block schedule - include designated Phonological Awareness/Phonemic Awareness blocks 2. Develop math criteria/expectations aligned 3. Communicate expectations/goals to teachers 4 Provide training in Sheltered Instruction strategies that support ELA and DL 5. Provide professional development opportunities in content area (books, virtual, in-person training, modeling, at bats etc) 6. Observe and provide regular feedback on instruction 7. Allocate materials necessary for developmentally appropriate instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	45%			

Strategy 4 Details	Reviews			
Strategy 4: Create Workstations that appropriately target desired skills in ELA	Formative			Summative
Strategy's Expected Result/Impact: Targeted workstations help provide further practice in areas needing development with favorable impacts on student outcomes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PreK Teachers, PreK district provided coach, Admin, PreK TA's **Action Steps:** 1. Classroom design provides easy access to ELA Workstations 2. Define ELA skills for workstations aligned with CIRCLE 3. Design ELA workstations/tubs that align with targeted skills 4. Design method of tiering math workstations and rotation method 5. Teachers practice and set expectations for workstation role out 6. Observe and provide feedback on workstation management/usage **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	40%			
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Goal 1: The percentages of students in 3rd grade performing at or above grade level as measured by the percentages of students at the Meets Grade Level Standards on STAAR will increase from 34% Meets in 2022 to 39% in the Spring of 2023.

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

Measurable Objective 1: Math teachers will implement the Eureka Math curriculum and assess students using the mid and end of module assessments. A minimum of 50% of the students will achieve in the Meets performance level for the summative End of Module Assessment.

Evaluation Data Sources: Mid Module and End of Module Assessments

Strategy 1 Details			Reviews		
Strategy 1: Teachers will internalize Eureka Modules and plan in accordance to the Eureka Math guidelines weekly.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers intentionally preparing for and implementing lessons will allow them to execute Tier 1 instruction with excellence.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Eureka Math Coach Teacher Specialist Appraisers **Action Steps:** 1. Ensure that teachers have time to plan for Eureka Lessons. 2. Ensure teachers are meeting weekly deliverable expectations. 3. Observe Eureka Lesson Implementation. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Materials and Supplies for Lesson Planning and Execution - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $5,000		70%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will allocate 30 Minutes of daily instruction to implement the Tier 1, Zearn Curriculum. Every day, students will engage with a minimum of 30 minutes on Zearn.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The online learning Zearn program is designed to support Eureka Math Modules in order to close misconceptions and gaps in student learning. If students use the program daily, students should have less gaps in their learning. **Staff Responsible for Monitoring:** Teacher Teacher Specialist Eureka Math Coach Math Interventionist **Action Steps:** 1. Train teachers on Zearn 2. Provide teachers and students with Technology for Zearn 3. Allocate an amount of time for Zearn. 4. Check in with teachers on Zearn implementation. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Technology for Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $26,000	60%			

Strategy 3 Details	Reviews			
Strategy 3: Create and Implement a daily, 50 minute intervention math block for teachers and students, so that teachers can support students who have conceptual and procedural gaps in their learning, in a small group setting.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Targeting students who did not perform well on their daily exit ticket are pulled during small group instruction, this will allow teachers to work with the students one on one, and target the misconception, so that students can understand and close the instructional gap in their learning. This should lead to meets performance on Mid and End of Module Assessments. **Staff Responsible for Monitoring:** Teacher Specialist Teacher Appraiser 504/IAT coordinator Math Interventionist **Action Steps:** 1. Create a 50 Minute Daily block for intervention, so that teachers and students can engage in intervention. 2. Teacher groups students for intervention support based on Exit Ticket performance and problem set performance. 3. Teacher reteaches concepts in a small group setting with students. 4. Teacher has a rotation schedule to target students. 5. Student progress data is tracked daily and weekly. 6. Continuously struggling students are referred to IAT. 7. Interventions are documented by the teacher, for all Tier 2 and Tier 3 students. 8. Math Interventionist pulls out struggling Tier 3 students. 9. Special Education Resource teacher works with SPED Resource students during the intervention block. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Resources and Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $5,000, Math Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - $25	80%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 2: 60% of Pre-K students will score ON TRACK in the January MOY CIRCLE Assessment, and 100% of the students will score ON TRACK by the May EOY CIRCLE Assessment

Evaluation Data Sources: CIRCLE, On-Track

Strategy 1 Details			Reviews	

Strategy 1: Daily Small Group instruction during Math block as defined by individual classroom schedules.

	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: By providing targeted tiered instruction in Math, students will meet and surpass state and district standards.

Staff Responsible for Monitoring: PreK Teachers, Admin, PreK TA's

Action Steps: 1. Identify state standards and CIRCLE criteria for ONTRACK progress
2. Review BOY data and set individualized goals for each student and class
3. Train teachers in SG Guided Math instruction
4. All necessary materials are in SG teaching area
5. Teacher are familiar with KG aligned standards
6. Tier 1 instruction aligns with CIRCLE criteria

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

(Nov column: 70%)

Strategy 2 Details			Reviews	

Strategy 2: Parents/Families are actively engaged in student progress.

	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Partnering closely with families student outcomes are positively impacted, both academically and SE.

Staff Responsible for Monitoring: PreK Teachers, Admin, Counselor, WrapAround Specialist, PreK TA's,

Action Steps: 1. Create PreK Contract outlining family/student expectations (academic, family engagement, and behavioral)
2. All families are entered into contract
3. Teachers communicate regularly with families with classroom/student updates
4. Teachers are to review BOY assessment results with families and create action plans for forward movement
5. Teachers are to review MOY assessments results with families and create action plans for forward movement
6. Families enrolled in and actively utilize in Ready Rosie, Imagine Learning, and any other platform determined by admin/teachers/district
7. Teachers create at home "projects" throughout the year to ensure family engagement

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

(Nov column: 70%)

Strategy 3 Details	Reviews			
Strategy 3: Tier 1 instruction supports CIRCLE Assessment criteria and school expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By clearly defining expectations/goals for teachers and families, student outcomes are positively impacted.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, PreK Coach (district), Teachers	60%			
Action Steps: 1. Create math block schedule-- including scope and sequence/math continuum 2. Develop math criteria/expectations aligned 3. Communicate expectations/goals to teachers 4 Provide training in Sheltered Instruction strategies that support MTH learning 5. Provide professional development opportunities in content area (books, virtual, in-person training, modeling, at bats etc) 6. Observe and provide regular feedback on instruction 7. Allocate materials necessary for developmentally appropriate instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
Strategy 4: Create Workstations that appropriately target desired skills in Math	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted workstations help provide further practice in areas needing development with favorable impacts on student outcomes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PreK Teachers, Admin, Prek TA's	50%			
Action Steps: 1. Classroom design provides easy access to Math Workstations 2. Define math skills for workstations according to Math Continuum 3. Design math workstations/tubs that align with targeted skills 4. Design method of tiering math workstations and rotation method 5. Teachers practice and set expectations for workstation role out 6. Observe and provide feedback on workstation management/usage **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Goal 1: By the end of the 2022-2023 school year, our students will engage in activities and trainings that will set them along the path of colleges and careers of the future. This will be evidenced by their increase in overall student performance in Domain 1 and Domain 3 by at least 2%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2021-2022 school year, a minimum of 65% of English Learning students will score 1 or more proficiency level as measured by the results of the TELPAS.

Evaluation Data Sources: TELPAS assessment, District Snapshots

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: All Dual Language Teachers will attend Dual Language and Sheltered Instruction training focused on support for EB students with a variety of Sheltered Instruction approaches.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: English Language Learners will be provided with in-class support to assist with their listening, speaking, reading, and writing skills aligned with the English Language Proficiency Standards. **Staff Responsible for Monitoring:** LPAC Committee, Dual Language Coordinator, Teacher Specialists/ Administrative Team, and Teachers **Action Steps:** 1. Teachers and staff will participate in a Dual Language/Sheltered Instruction Training during BOY Pre-Service. 2. Teachers will be required to have their content and language objectives posted on their boards and implemented throughout their lessons. 3. Teacher Specialists will support teachers in implementing Sheltered Instruction strategies through coaching and feedback. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy**	60%			

Strategy 2 Details		Reviews		

Strategy 2: Teachers and Interventionists will implement writing in all content subject areas throughout the day utilizing sentence stems and starters, along with giving students the opportunity to practice their independent reading in their native language and language of instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will enhance their reading in their native language as well as English by practicing their writing in all content subject areas and giving them support such as sentence stems and word walls to acquire the language. **Staff Responsible for Monitoring:** Teachers, Appraisers, Teacher Specialist, and Dual Language Coordinator **Action Steps:** 1. Teachers will plan lessons that are aligned to the English Language Proficiency Standards along with sentence stems and starters 2. Teachers will continuously refer to word wall and make this accessible for students to use as they practice writing in the classroom. 3. Teachers will give students sentence stems and starters when assigning an in-class writing task 4. Teachers will model exemplar written responses for students as a guide on writing expectations. **Targeted Support Strategy**	60%			

Strategy 3 Details		Reviews		

Strategy 3: Teachers will utilize TPR, Total Physical Response and opportunities for students to discuss content vocabulary with their peers in the classroom setting.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will practice their oral language by using talking stems to discuss content and skills as they learn new academic content by utilizing turn and talks, reading to someone, and class discussions. **Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Dual Language Coordinator, and Appraisers **Action Steps:** 1. Teachers will attend a Sheltered Instruction Training to learn how to utilize EB supports throughout their daily instruction 2. All teachers are required to have their turn and talk partners posted in their classrooms, talking stems within their lesson plans, and grades K-2nd will have a "Read to Someone" station as a part of their Daily 5 rotation. 3. Teachers will implement turn and talks embedded within the lesson and Teacher Specialists, Dual Language Coordinator, and Appraisers will provided coaching and feedback to teachers based on best practices and observations 4. Teachers will discuss Sheltered Instruction approach that they will utilize during lessons as they meet for Instructional PLC's **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**	70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: Improve the STAAR Reading performance of African American students in the Meets category in grades 3, 4, 5, by 5% points.

Evaluation Data Sources: STAAR Reading, District Snapshots, Running Records

Strategy 1 Details	Reviews			
Strategy 1: Administer running records and progress monitoring checks for African American students during the campus progress monitoring windows.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will be able to see student progress and which students to pull for intervention. **Staff Responsible for Monitoring:** Teachers and Admin team **Action Steps:** 1. Administer Running Records 2. Pull data reports 3. Group Students and place on schedule 4. Implement interventions, targeting deficit skills. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	60%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will schedule parent conferences for all students to review benchmark running record scores, current reading level, goals for middle and end of the year reading level.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will have an understanding of how their child is performing in reading and where they are expected to be with their reading level by the middle of the year and end of the year. **Staff Responsible for Monitoring:** Teachers, IAT Liaison, Interventionists, and Administrators **Action Steps:** 1. Teachers will share their benchmark running record results with teacher specialists, IAT Liaison, and Administrators during Data PLC's 2. IAT Liaison, Teacher Specialists, and Administrative Team will discuss independent reading level correlation chart and how students should progress throughout the school year. 3. IAT Liaison, Teachers Specialists, and Administrative Team will communicate to teachers the expectation of where students should be at the middle of the year and by the Spring 4. IAT Liaison and Administrative Team will review Parent Contact Log and Conference Meeting Documents with teachers as well as how and when to schedule the parent conferences 5. Teachers will share independent reading level correlation chart with parents and develop an agreement on steps that they will do to support their child at school as well as what the parent can do to support their child's reading at home. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**	50%			

Strategy 3 Details	Reviews			
Strategy 3: IAT Liaison, Administrators, Interventionists, and Teachers will review student data to determine intervention groups for students in pull-out setting.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will receive support in the classroom and/or small group instruction in pull-out setting tailored to their academic and social emotional needs. **Staff Responsible for Monitoring:** Teachers, IAT Liaison, School Counselor, Interventionists, and Administrative Team **Action Steps:** 1. IAT Liaison, School Counselor, Interventionists, and Administrative Team will review student data and determine groups for interventions (in-class and small group interventions in pull-out) with classroom teachers 2. IAT Liaison and Administrative Team will create a school-wide spreadsheet with list of students, their Tier level, and how they will receive their interventions (Interventionist's name, how many times per week, and number of minutes for each lesson). 3. IAT Liaison will meet with interventionists and administrative team to discuss student progress and adjust intervention groups as needed. 4. Teachers will meet with IAT Liaison and Administrators to discuss student progress and adjust in-class interventions in Guided Reading and Guided Math and adjust groups as needed. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy**	50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Goal 2: By the end of the 2022-2023 school year, the percentages of students in 5th grade Science performing at or above grade level as measured by the percentages of students at the Meets Grade Level Standards on STAAR will increase from 15% Meets in 2022 to 20% Meets in the Spring of 2023, in the Science STAAR exam.

> **Strategic Priorities:**
> Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Students in grades 3, 4, and 5, will engage in hands-on science lessons every week. The lessons will be focused on the TEKS that support tested TEKS in grade 5, Science STAAR.

> **Evaluation Data Sources:** Science Lesson Plan Review
> Science Lab Observations
> Formative Assessments in Science (STEMScopes)

Strategy 1 Details	Reviews			
Strategy 1: Provide Teachers in Grades 2-5 with access to and training on the STEMScopes Curriculum and Resources. Set the expectation that Science Lessons are to be conducted in Grades 2-5, daily.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers are to implement the Science lessons every day during the science block. **Staff Responsible for Monitoring:** Science Coach Teacher Specialist STEM/Media Specialist Appraisers **Action Steps:** 1. Train teachers on the curriculum use and implementation. 2. Provide teachers with all resources and materials needed for the lessons. 3. Set a dedicated Science Block for implementation. 4. Create track-able assessments provided in the STEMScopes Curriculum. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Resources and Materials for STEM Scopes - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $8,000, STEM Scopes Materials - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $6,000	60%			

Strategy 2 Details	Reviews			
Strategy 2: Support teachers through the use of a Science Coach in order to assist with the planning of science hands on labs and lessons.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will engage in hands-on science lessons during the science block every week; this will lead in better understanding of science concepts and curriculum. **Staff Responsible for Monitoring:** Science Coach Teacher Teacher Specialist Appraisers **Action Steps:** 1. Provide Coaching and Planning support for teachers in Grades 2-5. 2. Provide access to curriculum and supplies for Science. 3. Check Lesson plans and deliverables. 4. Monitor Science Lesson implementation during the science block. 5. Teachers, Appraisers, and Coaches have the science block in their calendars for monitoring and support.	50%			

Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with on going professional development and modeling of science lessons in grades 3-5. Plan for science hands on lesson observations, feedback and coaching.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will engage in science lessons daily. **Staff Responsible for Monitoring:** Science Coach Teacher Specialist Appraisers **Action Steps:** 1. Observe the science blocks and follow up with feedback and support. 2. Teacher specialist looks for opportunities for professional development around STEMScopes. 3. Science Coach provides support around lesson implementation and planning. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Goal 1: The percentage of students receiving special education services reading at or above grade level measure by the Meets Grade Level Standard on the STAAR Reading will increase by 5% in comparison from last year..

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Dyslexia students in special education will receive targeted interventions in pull-out and push-in setting by trained reading interventionists through specially designed and standard protocol instruction.

Evaluation Data Sources: Benchmark Running Records
Mastery Checks
Progress towards IEP goals

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia Interventionist and Special Education Resource Teacher will be trained in Reading by Design instruction in which they will implement when working with special education and 504 students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of Dyslexia and Special Education students will receive targeted instruction in reading with in-class accommodations and/or modifications. **Staff Responsible for Monitoring:** Administrators, Special Education Chairperson, Dyslexia Interventionist **Action Steps:** Admin will assist with creating schedules based upon 504 and Special Education caseloads Teachers will complete the Reading by Design training along with Dyslexia and Special Education meetings Administrators and Teacher Specialists will observe interventionists and resource teacher Special Education Chairperson will monitor student progress in the program and communicate updates to administrators **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Dyslexia Interventionist and Special Education Chairperson will create student reading goals and monitor progress towards mastery.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Dyslexia Interventionist and Special Education Chairperson will be aware of students who are making progress through special education, dyslexia-standard protocol and specially designed using Mastery Checks and progress monitoring tools. If students are not making progress, goals will be adjusted and parents will be notified. **Staff Responsible for Monitoring:** Special Education Chairperson, Dyslexia Interventionist, Administrators **Action Steps:** 1. Special Education Chairperson and Interventionist will schedule progress monitoring checks to be administered to students receiving services 2. Special Education Chairperson and Interventionist will share their progress monitoring results with Administrative Team and parents and adjust goals-if needed 3. Special Education Chairperson and Interventionist will adjust goals and create next steps for students throughout the school year. **TEA Priorities:** Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	50%			

Strategy 3 Details	Reviews			
Strategy 3: Special Education Resource Teacher/Chairperson and Dyslexia Interventionist will share designated supports and individualized tools for students receiving special education and dyslexia services, to use in the classroom setting throughout the year.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students receiving special education and/or dyslexia services will utilize tools specific to their skill deficits and needs, to support learning in the classroom. **Staff Responsible for Monitoring:** Special Education Chairperson/Teacher, Dyslexia Interventionist, Classroom Teachers **Action Steps:** 1. Special Education Chairperson will train teachers and interventionists on designated supports- how and when to use them during the BOY Pre-Service. 2. Special Education Chairperson and Dyslexia Interventionist will use designated support tools for students and train them on how and when to use them in the classroom. 3. Special Education Chairperson and Dyslexia Interventionist will share the tools and resources students are using in pull-out interventions along with the tools they are expected to use during class time. 4. Special Education Chairperson and Dyslexia Interventionist will inform teachers on when students will use tools and how they can use them in the classroom. 5. Special Education Chairperson and Dyslexia Interventionist will discuss the designated support tools and resources with the parents to be utilized at home. **Targeted Support Strategy - Additional Targeted Support Strategy**	60%			

Strategy 4 Details	Reviews			
Strategy 4: 100% of students receiving special education services will work with a trained special education resource teacher, dyslexia interventionist, and guided reading in a specially designed curriculum.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive quality dyslexia services from highly qualified, trained interventionist. **Staff Responsible for Monitoring:** Appraisers Interventionists Special Education Chair **Action Steps:** 1. Ensure Reading and Special Education Interventionist is trained to give dyslexia interventions to students utilizing the Reading by Design Program. 2. Allocate a designated time for students and interventionist to pull out students to receive services. 3. Progress monitor dyslexia interventions for special education students. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	60%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause**: Teachers do not have proper training or guidance for documenting interventions
Problem of Practice 4: Teachers are struggling with referring students for IAT **Root Cause**: Lack of training and explanation of how and when to refer a student for IAT

School Processes & Programs
Problem of Practice 3: Teachers do not consistently document interventions for Tier 2 & 3 students **Root Cause**: Teachers do not have proper training or guidance for documenting interventions
Problem of Practice 4: Teachers are struggling with referring students for IAT **Root Cause**: Lack of training and explanation of how and when to refer a student for IAT

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE
By the end of the 2022-2023 school year, we will increase student attendance.

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

Measurable Objective 1: Increase student attendance from 89.35% to 95% by the end of the 2022-2023 school year

Evaluation Data Sources: Power-School Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Daily tracking of attendance, including marking all tardies, through HISD Power School. Students/Parents with frequent patterned absences will be notified of violations and entered into a contract with the school focusing on attendance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By bringing attention to daily absences and tardies both teachers and parents are made aware of violations and possible undesired consequences to student outcomes. **Staff Responsible for Monitoring:** Teachers, Registrar, Admin **Action Steps:** 1. All teachers have training/access to Power School 2. School/teachers have updated/reliable contact information for families/parents 3. Create a absence contract template for school use 4. School wide announcement to families/parents of the consequences to frequent attendance violation **Title I:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools	50%			
Strategy 2 Details	Reviews			
Strategy 2: School wide accountability system for late arrivals. Assigned personnel will track late arrivals in a specialized tracking binder with parent/student documentation, including signature.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Directly involving parents/families in tracking attendance/tardies will help evade unwanted behaviors that could potentially lead to undesired student outcomes. **Staff Responsible for Monitoring:** Duty assigned personnel, Admin, Registrar **Action Steps:** 1. Create tracking binder 2. Assign and train personnel 3. School wide notification of the newly created system	60%			

Strategy 3 Details			**Reviews**		
Strategy 3: School wide incentives for Classroom perfect attendance		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students/families will be motivated to move towards perfect attendance to receive tangible rewards as a team.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Registrar, Wrap Around Specialist		70%			
Action Steps: 1. Create system to track classroom attendance 2. Assign personnel to oversee systems 3. Decide frequency of rewards/type of rewards 3. School wide notification of tracking, frequency and current rewards					

Strategy 4 Details			**Reviews**		
Strategy 4: Parent & Grandparent lunch scheduled every month in school-wide calendar and sent home to parents. The calendar will be posted on Class Dojo as well.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Inviting families to participate in on-campus events will increase student motivation to attend school on a consistent basis.		70%			
Staff Responsible for Monitoring: Admin, Teachers, Attendance Committee					
Action Steps: 1. Create events on Master Calendar 2. Communicate scheduled family events throughout the school year on Class Dojo & Newsletter 3. Consider staff availability, coverage necessary for event safety **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2: Utilizing our attendance tracker, we will Increase daily attendance in all grade levels (PK-5) to 98 % every week according to Power-School Attendance Reports.

    Evaluation Data Sources: Power Schools Attendance Report

Strategy 1 Details	Reviews			
Strategy 1: Incentives will be given for students that have perfect attendance	Formative			Summative
Strategy's Expected Result/Impact: Students will be motivated to come to school to receive incentives.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Registrar, Admin, and teachers **Action Steps:** 1. Create school-wide Attendance Incentives 2. Announce incentives on Monthly School Calendar and Class Dojo. 3. Provide incentives to students. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	60%			

Strategy 2 Details	Reviews			
Strategy 2: Track daily attendance on Power-School and contact parents of students with frequent absences .	Formative			Summative
Strategy's Expected Result/Impact: Identify students who are frequently absent.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Registrar, Office Staff, Admin, Teachers, and Teacher Assistants **Action Steps:** 1. All teachers take daily attendance at 9:45 am. 2. Teaching Assistants and Office Staff make phone calls to absent students 3. Document student absences. **Title I:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	60%			

Strategy 3 Details	Reviews			
Strategy 3: Conduct home visits for students who are At -Risk (missing more than 10% of days enrolled)	Formative			Summative
Strategy's Expected Result/Impact: Monitor and support students who are At -Risk (missing more than 10% of days enrolled)	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Registrar, Admin, Counselor, Wrap-Around Specialist, and Teachers.

Action Steps: 1. Run report in Power School for at -risk students
2. Wrap-Around Specialist and Counselor conduct home visits
3. Parents sign an attendance contract.
4. Provide resources to students and families in need.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools

70%

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE By the end of the 2022-2023 school year, the percentage of Office Referrals and Suspensions will decrease.

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

Measurable Objective 1: Decrease the number of OSS and ISS rates by 50% by the end of the 2022-2023 school year.

Evaluation Data Sources: Discipline Action Report on A4E

Strategy 1 Details		Reviews			
Strategy 1: School wide implementation of TEACH program.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Through the use of TEACH strategies students will maintain discipline standards across campus.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers. TEACH Coaches, Admin, **Action Steps:** 1. Training on TEACH program 2. Assigned COACH from TEACH 3. Regular Coaching on predetermined dates focusing on TEACH 4. Align TEACH language/strategies school wide 5. Align TEACH visuals schools wide		60%			
Strategy 2 Details		Reviews			
Strategy 2: School wide SEL Enrichment classes		**Formative**			**Summative**
Strategy's Expected Result/Impact: Through targeted SEL learning/instruction students will demonstrate higher SE intelligence school wide.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Teachers, Admin, School staff **Action Steps:** 1. Assign SEL class to Counselor 2. Design Goals for effective SEL instruction 3. Develop/adopt SEL curriculum 4. Create scheduling system for SEL instruction 5. Adopt SEL systems/language school wide		60%			

Strategy 3 Details		Reviews			
Strategy 3: Teachers will incorporate SEL plans in order to work with and communicate with students of different backgrounds.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease number of discipline actions		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and admin. **Action Steps:** 1. Teachers will receive Social and Emotional Learning trainings. 2. Classroom Teachers will implement Social and Emotional Learning tools daily to continue to increase self-control strategies, help students manage emotions and develop social skills. 2. Students will use SEL tools daily. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools		40%			

Strategy 4 Details		Reviews			
Strategy 4: Partner with Boy Scouts of America in order to give students in Grades 1 - 5 leadership experiences.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be engaged in skills that will help them problem solve and set goals for themselves that are outside of their normal day to day lives.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team, Ancillary Teachers, Counselor **Action Steps:** 1. Create a Boy Scouts Curriculum implementation schedule. 2. Implement Boy Scouts Curriculum. 3. Monitor student performance and progress through their curriculum. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools		60%			

Strategy 5 Details	Reviews			
Strategy 5: Incorporate the 12 monthly character traits into the ancillary, curriculum, and daily communication. Celebrate students who are exhibiting the positive character traits.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will be able to speak to and engage in conversations about the Character of the traits. This will have students reflect and be mindful. **Staff Responsible for Monitoring:** Teachers Appraisers Faculty and Staff Parents **Action Steps:** 1. Share character traits with all. 2. Communicate Character traits to parents, students, and staff. 3. Celebrate students who are exhibiting the character traits of the month. 4. Incorporate activities for students using the character traits. 5. Daily announcements with character traits. **Title I:** 2.6, 4.1 **- TEA Priorities:** Improve low-performing schools	20%			
	0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**			

Board Goal 5: N/A - Additional Campus Goals

Goal 3: During the 2022-2023 academic year programs targeting VIOLENCE PREVENTION will increase.

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

Measurable Objective 1: 100% of Teachers and staff will implement TEACH program strategies campus wide.

Evaluation Data Sources: TEACH Coach, Admin

Strategy 1 Details	Reviews			
Strategy 1: Create accountability system and standards for TEACH	**Formative**			**Summative**
Strategy's Expected Result/Impact: By implementing a campus discipline directive, communication and expectations is streamlined and followed through.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: TEACH Coach, Admin **Action Steps:** 1. Train All Teachers in TEACH strategies 2. Provide resources needed for visual communication 3. Set Coaching schedule 4. Provide in the moment feedback 5. Provide feedback after observations **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	70%			

Strategy 2 Details		Reviews			
Strategy 2: Ongoing Coaching from designated TEACH partner		**Formative**			**Summative**
Strategy's Expected Result/Impact: Regular feedback/coaching will positively affect teachers program participation.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: TEACH Coach, Admin		70%			
Action Steps: 1. Partner with TEACH to meet designated coach 2. Admin will partner with COACH to align expectations 3. Coach will provide regular feedback from observations 4. Coach will guide teachers during designated PLC/Coaching days **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools					

Strategy 3 Details		Reviews			
Strategy 3: Ongoing feedback on Classroom Learning Environment from Appraisers and Teacher Specialist		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will receive ongoing feedback and support during their pre-conferences as well as their post conferences from their assigned appraiser as well as the Teacher Specialist		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Appraisers and Teacher Specialist		60%			
Action Steps: 1. Appraisers will meet with teachers during pre-conference and post-conference to provide them with feedback on Classroom Learning Environment and Management 2. Appraisers and Teacher Specialist will provide support for teachers as they see fit based on TEACH goals and level of proficiency 3. Appraisers and Teacher Specialists will provide follow-up through walkthroughs, observations, coaching and feedback, as well as evidence discussed in walkthrough and observation ratings and conferences. **TEA Priorities:** Recruit, support, retain teachers and principals - **Targeted Support Strategy**					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: 100% of male students in grades 1-5 will participate in Boy Scouts of America; girls will participate in safety focused lessons with an alternative ancillary teacher

Evaluation Data Sources: Admin, Power School discipline/referral reports

Strategy 1 Details	Reviews			
Strategy 1: Partner with Boy Scouts of America in order to give students in Grades 1 - 5 leadership experiences.	Formative			Summative
Strategy's Expected Result/Impact: Students will be engaged in skills that will help them problem solve and set goals for themselves that are outside of their normal day to day lives.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin Team, Ancillary Teachers, Counselor **Action Steps:** 1. Create a Boy Scouts Curriculum implementation schedule. 2. Implement Boy Scouts Curriculum. 3. Monitor student performance and progress through their curriculum. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	70%			

Strategy 2 Details	Reviews			
Strategy 2: Communicate BOA program standards to families.	Formative			Summative
Strategy's Expected Result/Impact: Engaging families in campus programs allows for community buy-in which should have a positive impact on student outcomes.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: BOA management, Admin, Teachers **Action Steps:** 1. Stake holders will partner together to create informational 2. Send informational home with students 3. Allow for parent/family feedback **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Improve low-performing schools	80%			

Strategy 3 Details	Reviews			
Strategy 3: Create system for student feedback on BOA program	**Formative**			**Summative**
Strategy's Expected Result/Impact: The creation of opportunities for Student Voice is an important variable that helps deter negative student behaviors	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: BOA program managers, Admin, Ancillary Teachers **Action Steps:** 1. Partner with BOA and Ancillary teachers to align program expectations 2. Partner BOA to create student feedback form 3. Role out student feedback form prior to years end 4. Create opportunities to review student feedback on program 5. Partner with stake holders to make adjustments as needed for following year **Title I:** 2.4, 2.5, 2.6	50%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: By the end of the year, 100% of Tier 2 & 3 students will have an intervention plan in place and will have had an IAT meeting to address concerns, provide support, and screen students who are not making progress.

Evaluation Data Sources: HISD Connect
School-wide IAT Progress Monitoring Tool
IAT PLC meetings every 6-8 weeks in the PLC calendar
Review of benchmark running record data, Ren360 Universal Screener and other data
IAT Meetings scheduled for all Tier 3 students by January 2023.

Strategy 1 Details	Reviews			
Strategy 1: Teachers, interventionists, and administrators will be trained on the process of IAT and expectations will be communicated school-wide	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of teachers and staff will be familiar with the IAT process and how to determine when a student will need to be referred for IAT. **Staff Responsible for Monitoring:** Administrators, interventionists, IAT Liaison **Action Steps:** IAT Liaison will present and inform teachers and staff of the IAT process at the beginning of the year Teachers will be required to have individual student data folders which will be reviewed every 6-8 weeks during the IAT PLC meetings Consistent review of the school-wide Tier 2 & 3 tracker shared with teachers, interventionists, and admin. team **Targeted Support Strategy - Additional Targeted Support Strategy**	70%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers, Interventionists, and IAT Liaison will track student progress and review/input interventions in place to support Tier 2 & 3 students along with students being monitored through IAT.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers, Interventionists, and IAT Liaison, will be aware of the documented interventions in place for Tier 2 & 3 students as well as how they are progressing towards their mastery of the content and skills. **Staff Responsible for Monitoring:** Teachers, Interventionists, IAT Liaison, and Administrators **Action Steps:** 1. Teachers, Interventionists, and Administrators will participate in an IAT PLC every 6-8 weeks to review progress monitoring and interventions. 2. Teachers, Interventionists, and Administrators will discuss students who are not making progress, review the current interventions in place, and recommend/adjust interventions if needed. 3. Teachers, Interventionists, and IAT Liaison will discuss students on Tier 3 and set a date for an IAT meeting. 4. Teachers, Interventionists, and IAT Liaison will collect data, documentation, and invite parent(s) and/or guardians to the initial IAT meeting. 5. IAT Liaison will track student progress in HISD Connect once meeting has been held **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	50%			

Strategy 3 Details	Reviews			
Strategy 3: IAT Liaison will monitor student progress for students in IAT and schedule follow-up meetings with teachers, interventionists, and administrators.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students who qualified for IAT, will be continuously progress monitored in HISD Connect and IAT Follow-up meetings will occur every 6-8 weeks after IAT meeting has occurred and intervention plan is put into place. **Staff Responsible for Monitoring:** IAT Liaison and Administrators **Action Steps:** 1. IAT Liaison will create intervention plan during Initial IAT Meetings 2. IAT Liaison will meet with teachers and interventionists to review student progress 3. IAT Liaison will document student progress in HISD Connect 4. IAT Liaison will schedule follow-up IAT meetings after the beginning date of the IAT Intervention Plan 5. Parents/guardians, teachers, and IAT Liaison will determine next steps if student is not making progress and determine if a referral for evaluation is needed. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	30%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 2: Expand the GT program to include the identification of possible candidates and program participation.

Evaluation Data Sources: Universal GT: CogAT/Iowa-Logramos / GT Recommendations Applications and GT student roster

Strategy 1 Details		Reviews			
Strategy 1: To provide teachers with classroom rosters and printed applications in order to identify potential GT Students.		Formative			Summative
Strategy's Expected Result/Impact: It will increase the number of GT Students identified in grades 1 through 4th.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers and GT Coordinator		50%			
Action Steps: 1. GT coordinator provides a training on identification of GT Students. 2. Provide teachers with class rosters and printed application during PLC 3. GT Coordinator guides teachers on how to complete the application. 4. Submit the applications before the deadline in order to assess. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools					

Strategy 2 Details		Reviews			
Strategy 2: Teachers will meet district expectations on GT specific trainings.		Formative			Summative
Strategy's Expected Result/Impact: Training focusing on special populations will increase a teachers scope allowing them to accurately address needs of students.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: GT Coordinator, Admin		80%	100%	100%	
Action Steps: 1. GT Coordinator will identify professional development opportunities for staff 2. Teachers will receive training on state standards for GT students. 3. Teachers will receive training on GT specific practices **Title I:** 2.4, 2.5, 2.6					

Strategy 3 Details	Reviews			

Strategy 3: Expand depth and scope of GT Expo

	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Increasing the visibility and voice of special populations will have a positive impact on student outcomes.

Staff Responsible for Monitoring: GT Coordinator, Admin, Teachers

Action Steps: 1. Teachers complete student learning profiles
2. Teachers partner with students/families to choose projects (TSBPS)
3. Teachers create project schedule/timeline
4. Communication to families about projects are thoroughly explained
5. Set date for GT Expo
6. Promote GT Expo throughout campus and community (online)

Title I:
2.4, 2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Nov: 50%

Strategy 4 Details	Reviews			

Strategy 4: Increase the usage of Renzulli app

	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Providing targeted supports to specialize populations will promote positive student outcomes.

Staff Responsible for Monitoring: Teachers, GT Coordinator

Action Steps: 1. Ensure that Teachers have access to Renzulli app
2. Teachers ensure that students have access to Renzulli app
3. Families are informed about the purpose and desired outcomes of app usage
4. Teachers design schedule for classroom/at home access/expectations.

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools

Nov: 50%

Strategy 5 Details	Reviews			
Strategy 5: Teachers are making referrals on possible GT candidates	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identifying GT candidates beyond the Universal screener will increase overall GT student rates. **Staff Responsible for Monitoring:** GT Coordinator, Admin, Teachers **Action Steps:** 1. Access to Power Schools for referrals 2. Communicate importance of teacher referrals for GT identification 3. Provide timeline/deadline information to teachers for testing/referrals	**Nov**	**Jan**	**Mar**	**June**
	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals
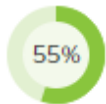
Goal 5: Parent and Community Engagement will increase in the 2022-2023 school year.

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

Measurable Objective 1: Maintain Platinum Certified status as a Family Friendly School

Strategy 1 Details			Reviews			
Strategy 1: Teachers will create SAF based on student need, daily or weekly, and collaborate with Wrap-Around Specialist.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will receive needed resources provided by Wrap-Around Specialist **Staff Responsible for Monitoring:** Wrap-Around Specialist, Teachers, Counselor, and Admin **Action Steps:** 1. Teachers will receive training on how to submit SAF on students. 2. Teachers are walked through the resources available for students and understand that our school is comprised of 97.55% economically disadvantaged. 3. Teachers will create SAF for students in need. **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools			40%			

Strategy 2 Details			Reviews			
Strategy 2: Elevate campus events by increasing scope and attendance			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increasing the visibility of the school will positively impact the relationship between all stake holders. **Staff Responsible for Monitoring:** Admin, Wrap Around Specialist, Teachers, School Staff, PTO **Action Steps:** 1. Create calendar of events for the academic year 2. Assign personnel to leadership positions for events 3. Create system for communication of events to all stake holders 4. Partner with PTO for planning/role out of events- reaching out to campus families and community. 5. Create a system for fundraising opportunities to support current and future events **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools			50%			

Strategy 3 Details	Reviews			
Strategy 3: Increase the numbers of participants in PTO	**Formative**			**Summative**
Strategy's Expected Result/Impact: By growing our PTO we will be able to coordinate larger functions and be more visible throughout the community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PTO Board Members, Admin, Teachers, School Staff **Action Steps:** 1. Partner with PTO President to set goal 2. Create system for recruitment (how will we communicate) 3. Assign campus leaders to spearhead recruitment alongside PTO 4. Create recruitment opportunities (grandparents day, Open House, MTT, festivals etc) 5. create easy access to membership applications **Title I:** 2.6	55%			

Strategy 4 Details	Reviews			
Strategy 4: Increase number of positive FACE surveys by 10%	**Formative**			**Summative**
Strategy's Expected Result/Impact: FACE results will provide feedback to campus decision makers so they are able to pivot in a positive direction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin, Teachers, Wrap Around Specialist, Counselor **Action Steps:** 1. Communicate the importance of the survey to all stake holders 2. Create system to track and record findings of survey	50%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: 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.

Strategy 1 Details	Reviews			
Strategy 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022. **Strategy's Expected Result/Impact:** Students attendance will increase due to not having to miss school days for lack of immunization **Staff Responsible for Monitoring:** School nurses, Admin, Counselor **Action Steps:** 1. Notify staff/teachers of tracking/notification process coming from school nurse 2. Clear communication to families about immunization requirements and possible undesired student outcomes **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Proper documentation of Immunization records and monitoring will be kept by the School Nurse and copies of records placed in students' Personal Record Folder. **Strategy's Expected Result/Impact:** Students will have met immunization requirements and front office staff as well as administrative team will be aware of where the immunization documents and records will be located. **Staff Responsible for Monitoring:** School nurses, Administrative Team, Office Staff **Action Steps:** 1. Make copies of immunization records and documentation and place in student personal record folders 2. Designated area for immunization records **TEA Priorities:** Recruit, support, retain teachers and principals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	40%	40%	

Strategy 3 Details	Reviews			
Strategy 3: Protocol for maintaining proper documentation at the time of registration and enrollment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be informed of the required immunization records and documentation will be gathered when students enroll for school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School nurse, registrar, administrative team, front office staff **Action Steps:** 1. Parents will be informed of the list of immunizations and which documents to bring with them when an update is needed 2. Parents and staff will be aware of the proper immunizations and the documents to be collected when students enroll for school.	100%	100%	100%	
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: School nurse/medical records

Strategy 1 Details	Reviews			
Strategy 1: Vision screening records for all applicable students completed by SCHOOL NURSE.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students with possible needs will be identified and appropriate actions taken to prevent undesired student outcomes.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School nurses, Admin, counselor **Action Steps:** 1. Notify staff/teachers of tracking/notification process coming from school nurse 2. Clear communication to families about immunization requirements and possible undesired student outcomes **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools	80%			

Strategy 2 Details	Reviews			
Strategy 2: Proper documentation of completed vision screenings will be kept in designated area and required copies for IAT meetings will be kept in a secure folder with the IAT Liaison.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be screened for vision and school nurse, Administrative Team/ Front Office Staff, and IAT Liaison will communicate to the parent of vision results as well as follow-up if the student had failed their vision screening. **Staff Responsible for Monitoring:** School Nurses, Front Office Staff, IAT Liaison, Teachers **Action Steps:** 1. School Nurse will notify IAT Liaison, front office staff, and Administrative Team of students who had failed the vision screening 2. School Nurse will communicate to parents and teachers next steps for students who did not pass their vision screening.	80%			

Strategy 3 Details	Reviews			
Strategy 3: Nurse creates screening schedule to ensure all applicable students are seen.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A defined plan of action will help maximize instructional time for students.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, Admin **Action Steps:** 1. Set desired completion deadline prior to district deadline 2. Nurse communicates screening schedules with teachers 3. Nurse follows up on any student absences on scheduled screening dates **Title I:** 2.4, 2.5, 2.6	80%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: School nurses/medical records

Strategy 1 Details	Reviews			
Strategy 1: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE.	Formative			Summative
Strategy's Expected Result/Impact: Students with possible needs will be identified and appropriate actions taken to prevent undesired student outcomes. **Staff Responsible for Monitoring:** School nurse, admin, counselor **Action Steps:** 1. Notify staff/teachers of tracking/notification process coming from school nurse 2. Clear communication to families about immunization requirements and possible undesired student outcomes **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools	Nov	Jan	Mar	June
	75%			

Strategy 2 Details	Reviews			
Strategy 2: School nurse will maintain documentation of completed hearing screenings and provide teachers, parent, and administrators with updates of any students who did not pass their screening.	Formative			Summative
Strategy's Expected Result/Impact: Students will be identified and communication will take place for students who did not pass their hearing screening. Proper documentation will be kept in the nurse's office and the office of the IAT Liaison- if applicable. **Staff Responsible for Monitoring:** School nurse, Administrative Team, Teachers, IAT Liaison **Action Steps:** 1. School nurse will maintain student records of hearing screenings in the nurse's office 2. Parents of students who did not pass the hearing screening will be notified of hearing screenings and next steps 3. School nurse will follow up with parent and teachers to ensure the next steps have been completed to support the student at school. **Targeted Support Strategy - Additional Targeted Support Strategy**	Nov	Jan	Mar	June
	70%			

Strategy 3 Details	Reviews			
Strategy 3: Nurse creates screening schedule to ensure all applicable students are seen.	Formative			Summative
Strategy's Expected Result/Impact: A defined plan of action will help maximize instructional time for students. **Staff Responsible for Monitoring:** Nurse, Admin	Nov	Jan	Mar	June

Action Steps: 1. Set desired completion deadline prior to district deadline
2. Nurse communicates screening schedules with teachers
3. Nurse follows up on any student absences on scheduled screening dates

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools

70%		

0% No Progress	100% Accomplished	⟶ Continue/Modify	✗ Discontinue

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

Evaluation Data Sources: School nurse/medical records

Strategy 1 Details				Reviews			
Strategy 1: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students with possible needs will be identified and appropriate actions taken to prevent undesired student outcomes. **Staff Responsible for Monitoring:** school nurses, counselor, admin **Action Steps:** 1. Notify staff/teachers of tracking/notification process coming from school nurse 2. Clear communication to families about immunization requirements and possible undesired student outcomes **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools				**Nov**	**Jan**	**Mar**	**June**
				70%			

0% No Progress	100% Accomplished	⟶ Continue/Modify	✗ Discontinue

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: school nurse/medical records

Strategy 1 Details	Reviews			
Strategy 1: Teachers gather student information focused on providing medical care.	Formative			Summative
Strategy's Expected Result/Impact: Informed stake holders are better able to offer proper care.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Nurse	70%			
Action Steps: 1. Teachers communicate with families about possible medical needs 2. Teachers and Nurse are made aware of student needs 3. Teachers have protocols in place for student emergency care 4. Teachers have plans in sub folder about possible student needs **Title I:** 2.5				
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

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: Maintenance log

Strategy 1 Details	Reviews			
Strategy 1: Maintenance Log for AED	Formative			Summative
Strategy's Expected Result/Impact: A tangible product for accountability raises awareness for stake holders.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin, Front office staff, Nurse	70%			
Action Steps: 1. Create maintenance log with initial/signature and date columns 2. Assign personnel responsible for updating log as needed 3. Assign personnel to address maintenance concerns - Nurse				
Strategy 2 Details	Reviews			
Strategy 2: Training in use of AED	Formative			Summative
Strategy's Expected Result/Impact: Proper training could prove life saving for persons in need.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin, Nurse	60%			
Action Steps: 1. Nurse properly trained in AED use 2. Nurse trains emergency response team on AED use 3. Protocols are put in place for use 4. Deadlines for trainings are put in place				

Strategy 3 Details	Reviews			
Strategy 3: Location of AED is communicated	Formative			Summative
Strategy's Expected Result/Impact: Timely administration of medical care could prove life saving for persons in need.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse, Admin **Action Steps:** 1. AED is accessible to all stake holders responsible 2. AED location is communicated to stake holders 3. Maintenance and Nurse staff ensures that AED is never obscured or	70%			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: 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: All students will participate in a physical education program that involves trackable data points via the Fitness Gram.

Evaluation Data Sources: Fitness Gram Assessment, Pacer Test.

Strategy 1 Details	Reviews			
Strategy 1: Students will have time during the P.E. block to practice skills related to the Fitness Gram during the school year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of students will meet their Fitness Gram Goals **Staff Responsible for Monitoring:** Ancillary Teacher (PE Teacher) Appraisers Administrators **Action Steps:** 1. Align lessons to the PE scope and sequence and state standards. 2. Track student progress towards their goals via the tracking template. 3. Administer the assessment at the beginning of the year and the end of the year. **Title I:** 2.4, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	80%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

State Compensatory

Budget for 153 Fondren Elementary School

Total SCE Funds: $72,750.22
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

For the 2022-2023 school year, our State Compensatory Education funding is targeting purchasing academic resources and supplies for at-risk students. We are also supporting at-risk students by providing an hourly lecturer to give academic support.

Personnel for 153 Fondren Elementary School

Name	Position	FTE
Maria Valdes	Hourly Lecturer	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 process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders.

During the Spring of 2022, our planning and decision-making team conducting a comprehensive needs assessment and found the root cause of achievement gaps in Title 1. We also decided that we needed to provide our students with additional support and services. Our teachers also had needs in resources and support. The areas where we say the highest need were:

1. Students are reading significantly below grade level. We planned to provide teachers with HQ professional development and spiralled coaching and support through Scholastic.

2. Students are needing extra support in reading and dyslexia and are below grade level. We hired a full-time reading interventionist. We purchased reading intervention resources.

3. We also purchased school supplies that teachers requested for students in order to be successful in all subject areas.

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, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, school-wide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests. Stakeholders were involved with the development of this plan in the following ways:

- Interventionists, partnerships with Scholastic for Guided Reading, Literacy Now interventions
- After school academic support and extended summer instruction if needed.
- Differentiating Instruction shown through Imagine Software and classroom lessons.
- Reading Mastery and Corrective Reading for Tier 3 Intervention
- Use of Technology programs that supports subject area learning.

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:

- At-Bats during PLCs where teachers model lessons and leadership team and peers provide feedback.
- Instructional coaches model instructional strategies for teachers.
- Monitor lesson plans to ensure that strategies are in place.
- Walk-throughs to provide feedback on instruction and implementation.
- Provide coaching when instructional practice is affecting student performance.
- Provide teachers with professional development opportunities in Vontoure for Mathematics, and Reading Mastery/Corrective Reading for Reading instruction.
- Provided structured calibration walks with teachers to observe each other
- Targeted training in Eureka and Guided Reading
- Scheduled intervention time designed to target Tier 2 & 3 students based upon Independent Reading Level Data & Eureka as well as Ren360

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

he SIP is available to parents in the following locations:

- School Website

The SIP is made available through:

- Campus meetings
- Campus Website

We provide the SIP to parents in the following languages:

- English
- Spanish

1. Participate in yearly school events that promote academic awareness.

2. Hold a international festival to promote culture appreciation within the school campus.

3. Parent Volunteer programs that gives parents the opportunity to assist educational needs.

2.4: Opportunities for all children to meet State standards

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

- Building teacher capacity in their content areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly At Bats and peer feedback
- Targeted Small Group Instruction based on data
- Intervention block in daily schedules used to close students gaps
- RTI PLC's scheduled every 6 weeks to address Tier 2 & 3 students and their progress with interventions
- School-wide system for tracking student progress in PowerTeacher and HISD Connect

- Parent conferences focused on data

2.5: Increased learning time and well-rounded education

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

- Reading Mastery
- Targeted Guided Reading Small Group for 50 minutes everyday
- Coaching and Feedback on Guided Reading
- Coaching and Feedback on Guided Math & Eureka
- Planning PLC's with Interventionists
- Meeting with Interventionists weekly to determine Tier 3 student progress
- Accelerated Learning Plan that requires 30 hrs for every student That Did Not Meet, Approaches or Mastered the Reading and/or Math STAAR test.
- Intervention block in daily schedules used to close students gaps
- After school academic support and extended summer instruction if needed

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT Bats:
- Small Group Instruction based on student data needs through Guided Reading and Guided Math
- Data-Driven PLC Meetings to discuss student progress and next steps
- Pull out interventions with intervention teachers
- Tracking minutes of interventions students have recieved and documenting in PowerTeacher & HISD Connect

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent: Edna Garcia
- Mr. Edgar Contreras
- Ms. Alyssa Stevenson
- Ms. Bettina Mantegazza
- Ms. Maribel Perez
- Ms. Rhonda Rivers

The PFE was distributed

- Campus social media communication systems
- Class Dojo
- Parent meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Provide parent training on use of technology on a monthly basis.

- Participate in school events that promote academic awareness.

- Hold a international festival to promote culture appreciation within the school campus.

- Parent volunteer programs that gives parents the opportunity to assist teachers in areas of need.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Meeting #1 - Aug. 18, 2022
- Meeting #1 Alternate - Aug 19, 2022
- Meeting #2 - Sept. 21 & 22, 2022
- Meeting #2 Alternate - Sept. 23, 2022
- Meeting #3 - January 10, 2023
- Meeting #3 Alternate - January 11, 2023
- Meeting #4 - March 21, 2023
- Meeting #4 Alternate -March 22, 2023

4.2: Offer flexible number of parent involvement meetings

We will schedule and hold Title 1 parent involvement meetings in morning and afternoon sessions on back-to-back dates to accommodate families of varying schedules.

This will include recording the meetings and documenting meeting minutes to review with parents who did not make the meetings.

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Maribel Perez	Media Services Specialist 10M		

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Edgar Contreras	Principal
Non-classroom Professional	Alyssa Stevenson	School-Based Staff Member 9/2024
District-level Professional	Alannah Richiez	WrapAround Specialist
Non-classroom Professional	Bettina Mantegazza	Teacher Specialist
Parent	Edna Garcia	PTO President
Parent	Maribel Perez	Parent
Classroom Teacher	Jennifer Valdes	Teacher
Classroom Teacher	Ana Iragorri	Teacher
Business Representative	Silvestre Ocampo	Business Community Member
Business Representative	Sonia Chavez	Business Community Member
Non-classroom Professional	Maria Garza	School-Based Staff Member 9/2023
Classroom Teacher	Kaya Hartley	Classroom Teacher (9/2025 Expire)
Non-classroom Professional	Equland Parker	Business Community Member
Classroom Teacher	Ashwini Deshpande	Special Education Representation

Campus Funding Summary

<table>
<tr><th colspan="7">1991010001 - General Fund - Regular Program</th></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>1</td><td>2</td><td>Technology for Zearn</td><td>6300 - Supplies and Materials</td><td>$26,000.00</td></tr>
<tr><td colspan="5"></td><td>Sub-Total</td><td>$26,000.00</td></tr>
<tr><th colspan="7">2110000000 - Title 1 Basic Programs</th></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>1</td><td>1</td><td>Resources for Guided Reading</td><td>6300 - Supplies and Materials</td><td>$5,000.00</td></tr>
<tr><td>1</td><td>1</td><td>1</td><td>3</td><td>Substitute Teacher</td><td>6100 - Payroll</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>1</td><td>Substitute Teacher</td><td>6100 - Payroll</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>1</td><td>4</td><td>3</td><td>Extra Duty Planning Time</td><td>6100 - Payroll</td><td>$1,000.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>1</td><td>Materials and Supplies for Lesson Planning and Execution</td><td>6300 - Supplies and Materials</td><td>$5,000.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>3</td><td>Resources and Supplies</td><td>6300 - Supplies and Materials</td><td>$5,000.00</td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>1</td><td>STEM Scopes Materials</td><td>6200 - Contracted Services</td><td>$6,000.00</td></tr>
<tr><td>3</td><td>2</td><td>1</td><td>1</td><td>Resources and Materials for STEM Scopes</td><td>6300 - Supplies and Materials</td><td>$8,000.00</td></tr>
<tr><td colspan="5"></td><td>Sub-Total</td><td>$32,000.00</td></tr>
<tr><th colspan="7">2890000000 - Federal Special Revenue</th></tr>
<tr><th>Board Goal</th><th>Goal</th><th>Measurable Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>2</td><td>1</td><td>1</td><td>3</td><td>Math Interventionist</td><td>6100 - Payroll</td><td>$25.00</td></tr>
<tr><td colspan="5"></td><td>Sub-Total</td><td>$25.00</td></tr>
</table>