Houston Independent School District

192 Lantrip Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Mission

At Lantrip we build a solid foundation to grow future leaders by providing all student the opportunity to achieve excellence.

Vision

To encourage, foster, and inspire curious minds to become global innovators with a passion for environmental science through hands-on learning.

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Comprehensive Needs Assessment

Revised/Approved: August 3, 2022

Demographics

Demographics Summary

Lantrip Elementary is located at 100 Telephone Road, serves students in Pre-Kindergarten through Fifth Grade. The majority of the student body lives in single family dwellings with many living in single parent homes. The total enrollment for the 2021-2022 school year was 545.. Enrollment decreased by 73 students from the previous school year. The school is a Title 1 school with 75% of students being economically disadvantaged and 45% At-Risk. 100% of our student population is on free or reduced lunch. The school is composed of 85% Hispanic students, 9% African American students, 4% White students and 1% Asian students. Our special population consist of 28% Emergent Bilingual (English Learners), 9% Special Education students, 8% Gifted and Talented students, and 4% Dyslexia students. The attendance rate for the 2021-2022 school year was 92.4%.

Demographics Strengths

One of the demographic strengths is that our students are exposed to sign language due to the inclusion of the RDSPD/ Deaf Ed Program. Having our general education classrooms exposed to sign language across the campus and in different school locations, allows ALL students to learn from each other.

Another strength is our increase in diverse cultures. Lantrip Elementary used to be 96% Hispanic but as time has passed, our numbers of different cultures have grown. The ethnic populations are 89% Hispanic, 5.9% African American, 3% White, 1% of Asian and less than 1% two or more. Our African American, White and Asian populations have increased. At Lantrip, we understand the importance of diversity and welcoming all cultures is a strength.

In addition, our staff retention rate is 88%. Not only do our teachers return year to year, 63% of them have over 5 years of Field Teaching Experience. Due to our teachers and parents having a long term relationship we do not have a problem with student discipline. For the the 2021-2022 school year there was 0% students placed in out of school suspension.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Identification of GT and students with dyslexia. **Root Cause:** Staff knowledge of how to identify students.

Problem of Practice 2 (Prioritized): The overall enrollment of the campus has shown a decrease over the previous 3 years with a significant decrease of 10% this school year. **Root Cause:** The pandemic has had an impact on the stability of employment and housing of our neighborhood families which has resulted in many of them moving to other parts of the city or out of the area. Also, gentrification has impacted enrollment.

Student Learning

Student Learning Summary

Given the impact of COVID-19, all districts and schools including Lantrip ES received a label of: NOT RATED - Declared State of Disaster for 2021. However, Lantrip students in grades 3-5 took the STAAR Assessment in the Spring of 2022 using paper based assessment for Reading and Math (grades 3-5) and Science in grade 5. Lantrip received the overall rating of an "A".

There were ___students in K-5th Grade accessed on TELPAS in 2021-2022; of those students ____of them showed progress/growth from 2020-2021. Students in 1st and 2nd grade were evaluated with High Frequency Words assessment: __% of students tested received a score of ___% or better.

2021-2022 Projected STAAR Data

Domain 1	Domain 2	Domain 3
2019 – 72% C	2019 – 79% C	2019 – 63% D
2022 - 78% C	2022 - 96% A	2022 - 92% B

Overall - 2019 – 74% C
Overall – 2022 – 95% A

STAAR Data 2021-2022

Grade Level	Subject Tested	% at Meets Grade Level		
		AP	ME	MA
3rd Grade	Math	71%	41%	16%
4th Grade	Math	89%	51%	25%
5th Grade	Math	79%	44%	15%
5th Grade	Science	78%	40%	15%

Student Learning Strengths

Based upon the 2021-2022 STAAR data a strength for Lantrip ES would be 4th grade Reading and Math STAAR with 51% of the students performing at the Meets level in Math and ____% Meets level in Reading.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students being assessed through online platform for STAAR. **Root Cause:** Students have a lack of experience testing using an online platform prior to 2021-2022 STAAR and will be assessed using the online platform in 2022-2023.

School Processes & Programs

School Processes & Programs Summary

Lantrip Elementary has establish campus-wide content area processes and routines which align expectations from one grade level to the next. These programs and processes will ensure student success as they progress through the years. In Math, Number Talks will be used in K-5, interactive notebooks and small group instruction. In literacy, Reading Mastery will be used as well as HMH will be the primary classroom resources, running records, and guided reading will be implemented. We will continue school wide intervention blocks from 7:45-8:15am (1st grade) and 1:20-2:00pm (2nd - 5th). The intervention block will be used to meet the needs of HB 4545 and for teachers to focus on Tier 2/3 students.

Our EL students in K-5 will use Summit K-12 to ensure experience in Reading/Writing/Listening/Speaking to support and prepare for TELPAS evaluations.

Professional Learning Communities (PLS's) will continue to be held on Tuesdays during grade level planning periods. PLCs will focus on content areas and instructional practices. Campus Tier 2 leaders will plan and lead PLCs based on classroom/teacher due to classroom walks and data. During weekly meetings, our teachers will use district curriculum documents, planning tools, assessments, Common Assessments, Universal Screenings, Running Records, and other formative assessments to analyze, evaluate, and plan instruction.

School Processes & Programs Strengths

100% of teachers and staff participated in school-wide intervention block last year to meet the needs of all students including special populations (GT, Dyslexia, and Special Ed) with fidelity which impacted student growth during the 2021-2022 school year. PLCs were also held with fidelity and data walls implemented to track student data.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Technology limitations by staff and therefore students **Root Cause:** Teachers were not provided with PD using technology to assess student understanding and learning.

Perceptions

Perceptions Summary

After school Soccer for boys/girls in grades 4th and 5th were offered in 2021-2022 as well as Art Club. Students in Art Club participated in the city wide Bike Art Parade in Houston and earned a donation of $500 for art supplies.

WrapAround Specialist has provided several opportunities to support families by using SAFs as a way to communicate needs of families. The Counselor will now also use SAFs as a way for parents to request SEL support for their children.

Family nights were held last spring in 2021-2022 by grade levels and with 80% of parents participating. School wide family nights will continue during the 2022-2023 with multiple opportunities to attend in both the fall and spring semesters.

Based upon Parent Surveys during the transition period June 2022 - present, Lantrip parents want to be more involved in the campus and also the need for increased communication from Administration was needed. During the 2022-2023 school year parents "The Lantrip Way" will be sent to parents weekly through Social Media outlets (Twitter, Dojo, Facebook, and Instagram.) Coffee with the principal will be held with two opportunities for parents to attend (both virtually and in-person).

Perceptions Strengths

98% of our parents were connected with their child's classroom teacher through Class Dojo. During the 2021-2022 school year, communicating with parents through Classroom Dojo was essential. The expectation remains the same for the 2022-2023 school year. For many parents, Class Dojo has become their primary tool for school communication. All campus administrators are on Class Dojo and use this communication tool as well as others to interact with the school community.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Limited parent engagement events school wide last school year. **Root Cause:** Parent participation has been affected due to the pandemic and COVID protocols. In addition, there are no active structured parent groups (PTO/PTA)

Problem of Practice 2 (Prioritized): Limited parental communication from administration **Root Cause:** Accessibility and times of parent meetings

Priority Problems of Practice

Problem of Practice 1: The overall enrollment of the campus has shown a decrease over the previous 3 years with a significant decrease of 10% this school year.

Root Cause 1: The pandemic has had an impact on the stability of employment and housing of our neighborhood families which has resulted in many of them moving to other parts of the city or out of the area. Also, gentrification has impacted enrollment.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Identification of GT and students with dyslexia.

Root Cause 2: Staff knowledge of how to identify students.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: Students being assessed through online platform for STAAR.

Root Cause 3: Students have a lack of experience testing using an online platform prior to 2021-2022 STAAR and will be assessed using the online platform in 2022-2023.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: Technology limitations by staff and therefore students

Root Cause 4: Teachers were not provided with PD using technology to assess student understanding and learning.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: Limited parental communication from administration

Root Cause 5: Accessibility and times of parent meetings

Problem of Practice 5 Areas: Perceptions

Problem of Practice 6: Limited parent engagement events school wide last school year.

Root Cause 6: Parent participation has been affected due to the pandemic and COVID protocols. In addition, there are no active structured parent groups (PTO/PTA)

Problem of Practice 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals

Revised/Approved: September 5, 2022

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

Goal 1: The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase by 10% percentage points from 56% in Spring 2022 to 60% in Spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: As determined by the Reading Common Assessments and STAAR Release test, 55% of the students in grades 3rd-5th will perform at the Meets level standard.

Evaluation Data Sources: Evaluation Data Sources
REN 360 BOY-MOY-EOY, Common Assessments, STAAR Interim assessments, STAAR online release test.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilizing resources in the REN 360 platform to create flexible regrouping according to data and adjust instructional plan in response to data.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in Scale Score **Staff Responsible for Monitoring:** Reading Teachers, DDIS, Teacher Specialist, Principal **Action Steps:** Analyze REN 360 data (BOY-MOY-EOY). Utilize REN 360 data to regroup students according to drive small group and intervention instruction. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	35%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Focused TEKS Intervention on prioritized TEKS during Guided Reading instruction 3 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance in priority TEKS will increase by 5% increments during each assessment. **Staff Responsible for Monitoring:** Reading Teachers, Teacher Specialist, Principal **Action Steps:** 1. Imagine Literacy usage will be increased by 50% at Lantrip. 2. Guided Reading Instruction will occur 3 days per week to provide focused support to students in grades PK-5. 3. School Wide Interventions 40 minutes per instructional day. 4. After-School Tutorials 5. Tier 3 pull-out Reading Interventions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	Nov	Jan	Mar	June
	5%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Offer After-School Tutorials to students in 3rd grade - 5th grade based on REN 360 DATA, District Math Common Assessments, State STAAR Interim Assessments, and Teacher recommendation.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The number of students performing at the meets level in Reading will increase. **Staff Responsible for Monitoring:** Reading Teachers, Teacher Specialist, Interventionist Principal **Action Steps:** 1. Send school notes inviting students to attend After-School Tutorials at Lantrip. 2. Keep regular attendance rosters for tutorials **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Pay for After-School Tutorials - 2890000000 - Federal Special Revenue - 6100 - Payroll - $20,000	0%	20%		

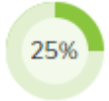| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students being assessed through online platform for STAAR. **Root Cause**: Students have a lack of experience testing using an online platform prior to 2021-2022 STAAR and will be assessed using the online platform in 2022-2023.

Measurable Objective 2: The percentage of kindergarten through 3rd grade students Meeting Expectations in Reading as measured by Running Records will increase to 80% from 64% by the End of Year 2023

Evaluation Data Sources: Student Reading Level Charts
Running Records

6 Week Reading levels.
Summary Report (On Track)

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will complete Running records twice every six weeks.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students reading levels will show growth and students will be reading on grade level.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Principal, Teacher Specialist, Magnet Coordinator.		15%	25%		
Action Steps: Train all reading teachers on taking informal running records Monitor teacher and student data binder/folder Check-In each six weeks with updated reading level. **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math					

Strategy 2 Details		Reviews			
Strategy 2: Guided Reading and Small group are part of the daily literacy block.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Student reading levels will increase to Meeting expectations.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher specialist, Reading Teachers, Principal		40%	75%		
Action Steps: 1. Students will be engaged in Guided Reading 32-3 days per week based upon reading level. 2. Interim Running Records will be taken to evaluate student progress. (every 3 weeks) 3. Analyze formative benchmark Running Records BOY-MOY-EOY to drive small group Guided Reading instruction. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math					

Strategy 3 Details	Reviews			
Strategy 3: 45 minutes of daily campus wide Intervention for students.	Formative			Summative
Strategy's Expected Result/Impact: Student reading levels will increase with daily interventions.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Reading Teachers, Teacher Specialist, Admin team. **Action Steps:** 1. Students will be engaged in 45 minutes of daily interventions. 2. Analyze interventionist tracker to help drive intervention lessons. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	10%	35%		
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 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 by 10% percentage points from 45% in Spring 2022 to 55% in Spring of 2023.

Strategic Priorities:
Expanding Educational Opportunities
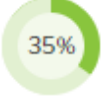
Measurable Objective 1: As determined by the Math Common Assessments and STAAR Release test, 50% of the students in grades 3rd-5th will perform at the Meets level standard.

Evaluation Data Sources: Evaluation Data Sources
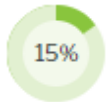REN 360 BOY-MOY-EOY, Common Assessments, STAAR Interim assessments (3rd grade).

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Focused TEKS Intervention on prioritized TEKS during Guided Math instruction 3 times per week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student performance in priority TEKS will increase by 5% increments during each assessment.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Principal, Teacher Specialist, DDIS, Magnet Coordinator, Interventionist **Action Steps:** 1. Imagine Math usage will be increased by 50% at Lantrip. 2. Guided Math Instruction will occur 3 days per week to provide focused support to students in grades PK-5. 3. School Wide Interventions 45 minutes per instructional day. 4. After-School Tutorials 5. Tier 3 pull-out Math Interventions. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - $45,350, HB4545 Tutorials - 2890000000 - Federal Special Revenue - 6100 - Payroll - $25,000	15%	30%		

Strategy 2 Details	Reviews			
Strategy 2: Numerical Fluency using Number Talks and Number Strings.	Formative			Summative
Strategy's Expected Result/Impact: Students will begin to gain automaticity in Fact Fluency.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Teacher Specialist, Math Teachers	15%	60%		
Action Steps: 1. Train 3-5 using Vontoure Cohort. 2. Number Talks and Number Strings will be completed 5 days per week in grades K-5. 3. HB 3 Guided Math Instruction in 1st - 3rd grade. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Vontoure Cohort Professional Development - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - $4,666.66				

Strategy 3 Details	Reviews			
Strategy 3: Backward planning for instruction using high impact instructional strategies and resources.	Formative			Summative
Strategy's Expected Result/Impact: First instruction will result in high levels of mastery on formative assessments.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Formative Assessment Coordinator, Administration	15%	35%		
Action Steps: 1. Review data to identify priority TEKS 2. Analyze assessments to develop understanding of exemplars for mastery 3. Align instructional strategies and resources to lead students to mastery of learning objectives with rigorous exit tickets and assessments. 4. Observation and self-reflection of instructional delivery and the impact on student understanding. **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Materials and Manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $10,000				

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

Measurable Objective 2: As determined by the Math Common Assessments and STAAR Release test, 50% of the students in grades 3rd-5th will perform at the Meets level standard.

Evaluation Data Sources: Math Common Assessments, STAAR Release

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will assess students after each unit and engage students in Common Assessments Digitally.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The number of students performing at the meets level will increase.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher, Teacher Specialist, Magnet Coordinator, Principal, DDIS **Action Steps:** 1. DDIS provide PLC on using On Track to create online assessments aligned to STAAR 2.0 2. Teachers use On Track to create online assessments and exit tickets 3. Review Data from On Track **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Technology devices for 1:1 in 3rd-5th grade - 1991010003 - General Fund - Small School Subsidy - 6600 - Capital Outlay - $12,000	15%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use data from Common Assessments drive small group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will close learning gaps in prioritized TEKS	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Math Teachers, Principal, Teacher Specialist **Action Steps:** 1. Analyze Common Assessment Data 2. Create Small group Lesson Plans for 2nd teach for TEKS not showing mastery for students. 3. Re-evaluate students **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	15%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Offer After-School Tutorials to students in 3rd grade - 5th grade based on REN 360 DATA, District Math Common Assessments, State STAAR Interim Assessments, and Teacher recommendation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The number of students performing at the meets level will increase. **Staff Responsible for Monitoring:** Principal, Teacher Specialist, Teachers, Interventionist, Teacher Assistants **Action Steps:** 1. Send school notes inviting students to attend After-School Tutorials at Lantrip. 2. Keep regular attendance rosters for tutorials **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Pay for After School Tutorials - 2890000000 - Federal Special Revenue - 6100 - Payroll - $20,000	25%	40%		

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students being assessed through online platform for STAAR. **Root Cause**: Students have a lack of experience testing using an online platform prior to 2021-2022 STAAR and will be assessed using the online platform in 2022-2023.
School Processes & Programs
Problem of Practice 1: Technology limitations by staff and therefore students **Root Cause**: Teachers were not provided with PD using technology to assess student understanding and learning.

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: The percentage of students meeting district promotion standards will increase by 5% percentage points in grades 1st - 5th grades from 89% for 2021-2022 to 94% for 2022-2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of student meeting promotion standards as measure by attendance rate, High Frequency Words (HFW) and grade reporting promotion standards will increase by 8% percentage points from 86% for 2021-2022 to 94% 2022-2023.

Evaluation Data Sources: Promotion Standards Report
Progress Report
Attendance reports
HFW assessment data BOY - MOY - EOY

Strategy 1 Details	Reviews			
Strategy 1: Offer incentives to students mastery HFW during the first and second administration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet promotion standards for HFW as per HISD standards.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Principal, WrapAround, Counselor, Teacher Specialist, Magnet Coordinator **Action Steps:** Plan two incentive parties for students meeting HFW standards. Order materials Promote the incentive to encourage students Hold 1st incentive party after the first administration Hold 2nd incentive party after the second administration for those meeting their goal during the second evaluation. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Funding Sources:** Student incentives to obtain goals - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,500	10%	30%		

Strategy 2 Details	Reviews			
Strategy 2: High Frequency Word Review is a key component of the instructional block for 1st and 2nd grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will meet HFWE assessment standards prior to the 3rd administration	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher, Teacher Assistants, Teacher Specialist, Magnet Coordinator, Principal **Action Steps:** Train all reading teachers on taking informal running records Monitor teacher and student data binder/folder Check-In each six weeks with updated reading level. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	35%	65%		

Strategy 3 Details	Reviews			
Strategy 3: Hold a mid-year (Jan. - Feb.) parent-teacher conferences with students not meeting promotion or at risk of not meeting promotion standards.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student course averages will increase. **Staff Responsible for Monitoring:** Classroom teachers **Action Steps:** 1. Schedule in School -wide calendar parent conference dates. 2. Train teachers how to hold an effective in-person parent conference. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	0%	0%		

Strategy 4 Details	Reviews			
Strategy 4: Students' not maintaining adequate grades for promotion will have interventions implemented to support their performance.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Administration, SIRS, Counselor, Teachers **Staff Responsible for Monitoring:** Administration, SIRS, Counselor, Teachers **Action Steps:** 1. Establish grading policy of a minimum of 2 grades per week per subject entered into HISD connect for all students. 2. Monitoring of grades every 3 weeks through process reports/report cards by teachers, administrators and SIRS to identify students in need of assistance. 3. Parent conference for students who no demonstrating acceptable levels of performance. **Title I:** 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	0%	20%		

Strategy 5 Details	Reviews			
Strategy 5: Attendance Committee will meet twice a grading cycle with parents of students have 10% unexcused absences by the end of each grading cycle.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will meet attendance requirements for promotion standards. **Staff Responsible for Monitoring:** Teacher, Principal, WrapAround, Counselor, Teacher Specialist, Magnet Coordinator, SIRS **Action Steps:** 1. Create an attendance Committee 2. Create an attendance plan 3. Meet with parents with unexcused absences 4. Make home visits of students with chronic absences. 5. Offer Attendance Incentives. **Title I:** 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** Incentives for Attendance - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,000	5%	25%		

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: The overall enrollment of the campus has shown a decrease over the previous 3 years with a significant decrease of 10% this school year. **Root Cause**: The pandemic has had an impact on the stability of employment and housing of our neighborhood families which has resulted in many of them moving to other parts of the city or out of the area. Also, gentrification has impacted enrollment.

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 as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 3% percentage points from 3% in Spring 2022 to 6% in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services achieving Approaches on the STAAR 3-5 Reading Assessment will increase 10% percentage points from 31% in Spring 2022 to 41% in Spring 2022.

Evaluation Data Sources: STAAR 2022
STAAR 2023
Common Assessments
Interim STAAR Assessments
Reading A-Z
On-track
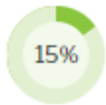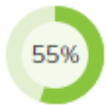
Strategy 1 Details	Reviews			
Strategy 1: Special Ed students will receive intervention pull outs in addition to their required IEP minutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase academic growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Chair, Teachers, Teacher Specialist, Interventionist **Action Steps:** 1. Intervention groups created 2. Pull out during Fuel Time 3. Monitor student progress on Common Assessments and STAAR Interim. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	30%	40%		

Strategy 2 Details	Reviews			
Strategy 2: Students will be seen in Guided Reading groups 2-3 times per week with others on their reading level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students reading level will increase at least by one year and individual needs will be met through Guided Reading groups.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Reading Teachers, Special Ed Chair, Deaf Ed Teachers, Teacher Specialist, Principal **Action Steps:** 1. Embedded guided reading in master schedule and teacher daily schedules. 2. Monitor implementation of guided reading. 3. Guided Reading log checks 4. Student/teacher Data folder evaluation of Running Records **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	45%	70%		

Strategy 3 Details	Reviews			
Strategy 3: All Special Education students will receive additional intervention during the school-wide intervention block.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special Education Student Instructional Reading Level on REN 360 will increase by at least 1 year.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Ed Teacher/Chair, Teacher, Deaf Ed Teachers, Teacher Specialist, Principal **Action Steps:** 1. Staff trained in providing interventions 2. Students placed into intervention groups 3. Students receive intervention weekly in small groups. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Rewards for students meeting educational goals - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $2,000	15%	55%		

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students being assessed through online platform for STAAR. **Root Cause**: Students have a lack of experience testing using an online platform prior to 2021-2022 STAAR and will be assessed using the online platform in 2022-2023.

School Processes & Programs
Problem of Practice 1: Technology limitations by staff and therefore students **Root Cause**: Teachers were not provided with PD using technology to assess student understanding and learning.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: For the 2022-2023 school year, the student attendance rate will increase from 92% to 95% during the 2022-2023 academic school year.

Evaluation Data Sources: HISD Connect/ SIS information
Enrollment Cards

Strategy 1 Details		Reviews			
Strategy 1: Teachers will reach out to parents the day a student is marked absent to inquire reason for absence.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will attend school.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Administrators					
Action Steps: 1. Create a school-wide form for teachers to track these parent calls. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools		10%	40%		
Strategy 2 Details		Reviews			
Strategy 2: R will print daily absence report and share with 2 front office staff members by 10:00 a.m.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will attend school		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIR, Front Office Clerk, Campus Admin. Assist.					
Action Steps: 1. Create document for clerks to document these calls. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools		10%	60%		

Strategy 3 Details	Reviews			
Strategy 3: If unable to reach parent by phone, counselor and wraparound specialist will make a home visit.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will attend school.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, WrapAround Specialist, Principal	25%	35%		
Action Steps: 1. Create action steps for students with chronic absences. 2. Create Attendance Committee. 3. Create and/or locate HISD Attendance documents for such meeting. **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE
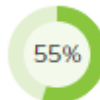
Strategic Priorities:
Ensuring Student Health, Safety and Well-Being
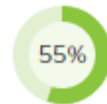
Measurable Objective 1: For the 2022-2023 school year, there will be no more than 3 out of school suspensions.

Evaluation Data Sources: Discipline Referrals
HISD Connect Discipline Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will be trained on our campus discipline framework during pre-service.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Alignment across the campus regarding discipline procedures and expectations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Magnet Coordinator, Teachers, Principal **Action Steps:** 1. Update campus discipline framework. 2. Train all staff **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: 100% of disciplinary incidents will be documented and referred to the Discipline Coordinator (Magnet Coordinator), or Principal.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduction of students infractions. **Staff Responsible for Monitoring:** Principal, Magnet Coordinator, Counselor **Action Steps:** 1. Update discipline referral form 2. Train teachers on completing discipline referral form. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	20%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Counselor will provide weekly theme-based activities/discussions to teachers on Character Traits.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn appropriate character traits.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselor, Teachers **Action Steps:** 1. Counselor will share weekly lesson activities/discussions with teachers on a monthly basis. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals	20%	55%		

Strategy 4 Details	Reviews			
Strategy 4: 100% of certified staff will be trained using Project Class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn appropriate character traits.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselor, Teachers **Action Steps:** 1. Principal meet with Project Class organization to plan staff development. 2. All certified staff trained at Project Class location on best practices in school-wide expectations. 3. School Wide Announcements made reminding of Project Class expectations. 4. Teachers review daily in class with students 5. Project Class representative supports on campus weekly and pushes in classrooms coaching and pulling out Tier 3 behavior students. **Title I:** 2.6, 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Professional Development Project Class - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $9,000	100%	100%	100%	

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

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1: For the 2022-2023 school year, 100% of bullying incidents will be referred to the school counselor for further investigation and attention.

Evaluation Data Sources: Counselor referral forms
Document bullying incidents

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will learn how to initiate a student referral for bullying.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel safe at school.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Counselor				
Action Steps: Create a form for students to complete when they need to report a bullying incident. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	100%	100%	100%	
Strategy 2 Details	**Reviews**			
Strategy 2: All teachers and staff will complete online compliance courses for bullying, suicide prevention, and child abuse prevention prior to August 22, 2022.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers and staff will know their responsibility. **Staff Responsible for Monitoring:** Teachers, Staff, Principal **Action Steps:** 1. Inform teachers in July 2022 about required course and August 22, 2022 deadline. 2. Teachers complete training and maintain certificates for documentation. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Parents will be informed of all bullying allegations towards their child when they occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent Support	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Counselor, Teacher				
Action Steps: 1. Investigation by counselor and discipline coordinator 2. Parent meeting **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools	30%	55%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: For the 2022-2023 school year, the percentage of students at the Meets level in STAAR reading will increase from 10% to 20%.

Evaluation Data Sources: Running Records
Common Assessments
REN 360
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Identify these SPED students by October 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will know how many student will be needed to meet this goal	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, SPED Chairperson, Tier 2 Leaders, Principal, DDIS **Action Steps:** 1. Review 2022 STAAR data SPED students **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with IEP's by August 22, 2022, which includes the students designated supports.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will know what designated supports they need to have in place by September 29, 2022.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Chair Person, Deaf Ed Teachers, PED TA's, Teachers, Administrators **Action Steps:** 1. Provide IEPs to teachers. 2. Train teachers on the difference designated supports. 3. Administrators will conduct walk-throughs to ensure these supports are in place in the classrooms. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	100%	100%	100%	

Strategy 3 Details		Reviews			
Strategy 3: Campus interventionist will include SPED students in their pull-out schedules.		**Formative**			**Summative**
Strategy's Expected Result/Impact: SPED students will receive additional support to meet their individual needs.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED Chairpersons, Teachers, Interventionist, Administrators **Action Steps:** 1. Interventionist know which students will need to include in their schedules. 2. Interventionists begin pull-outs by August 31, 2022. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		80%	80%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

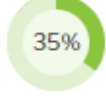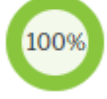**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: For the 2022-2023 school year the gifted and talented population will increase from 4% to 6%.

Evaluation Data Sources: HISD Connect GT Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of Lantrip classrooms teachers will be GT certified.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effectively servicing GT students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: GT Coordinator, Teachers, Administrators **Action Steps:** 1. GT Coordinator will provide training dates to teachers using CELF 2. All returning teachers will earn their 6 hour update. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	0%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: All students identified as gifted and talented will receive specialized instruction during intervention periods.	**Formative**			**Summative**
Strategy's Expected Result/Impact: GT students will receive required specialized instruction	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: GT Coordinator, teachers, administrators **Action Steps:** 1. GT students will be pulled to receive targeted instruction during planned intervention periods. 2. All GT students will participate in the annual GT exhibition at the campus and/or district level. **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Instructional resources and supplies - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - $2,500	35%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: GT students will be provided with enrichment opportunities through varied after school programs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have the opportunity to explore specialized areas of interest and skill.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: WrapAround Specialist, teachers, staff	30%	60%		
Action Steps: 1. Establish non-academic after school activities and schedule. 2. Recruit students to sign-up and participate in activities aligned to their area of interest. 3. Track attendance of students in after school activities **Title I:** 2.5 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** Extra duty pay for activity facilitators - 1991010002 - General Fund - Gifted & Talented - 6400 - Other Operating Expenses - $1,000				

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Identification of GT and students with dyslexia. **Root Cause**: Staff knowledge of how to identify students.

Measurable Objective 2: 100% of Dyslexia students will be serviced by a Dyslexia teacher.

    Evaluation Data Sources: HISD Connect

Strategy 1 Details	Reviews			
Strategy 1: District will provide Dyslexia teacher for the 2022-2023 school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive their dyslexia services.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, HISD Dyslexia Department	100%	100%	100%	
Action Steps: 1. Work with dyslexia teacher to identify the students she will be servicing. 2. Provide classroom daily schedules to dyslexia teacher so she can create her schedule. 3. Provide space for teacher to hold her dyslexia interventions. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 2 Details	Reviews			

Strategy 2: Dyslexia Team and IAT liaison will meet provide training and PLC to support with progress monitoring and support for identifies or potential students.
  Strategy's Expected Result/Impact: Early identification of special populations.
  Staff Responsible for Monitoring: Dyslexia Teachers, IAT Liaison, Administrator
  Action Steps: 1. Schedule dates for PD
2. Monitor teachers documentation in HISD Connect
 	
  Title I:
2.6
  - TEA Priorities:
Improve low-performing schools
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	25%	60%		

0% **No Progress**   100% **Accomplished**   ➡️ **Continue/Modify**   ❌ **Discontinue**

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Identification of GT and students with dyslexia. **Root Cause**: Staff knowledge of how to identify students.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: During the 2022-2023 school year, there will be 85% parent involvement in school wide activities, meetings, or events.

Evaluation Data Sources: Sign-In Sheets

Strategy 1 Details	Reviews			
Strategy 1: A monthly event calendar will go home with students, be posted in ClassDojo, and available on our school website.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents will be aware of the planned engagement opportunities. **Staff Responsible for Monitoring:** Principal, Tier II Leaders, Counselor, WrapAround Specialist **Action Steps:** 1. Create calendar with teacher input between the 2-3 weeks of each month for the following month. 2. Send out calendar the day before the start of the month. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** Parent Engagement Event Materials and food - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,000	40%	80%		

Strategy 2 Details	Reviews			
Strategy 2: Send out communication (flyer, school messenger, Class Dojo, Twitter, Facebook, Instagram) about the parent meeting beginning 2 weeks prior.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in parent involvement. **Staff Responsible for Monitoring:** Principal, Counselor, WrapAround Specialist **Action Steps:** 1. Create flyers for home, Class Dojo, school website, Facebook, Instagram, Twitter 2. Send of school messenger **Title I:** 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools	25%	70%		

Strategy 3 Details	Reviews			
Strategy 3: Identify skills and contents parents can support their child with at home.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent involvement/support with their child's learning.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, Tier 2 Leaders **Action Steps:** 1. Create a committee for these events. 2. Determine participation by each grade. 3. Encourage parent involvement on these nights. **Title I:** 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Materials for Academic Night - 2550000000 - Title 2 - 6300 - Supplies and Materials - $2,500	35%	80%		
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue		

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Limited parent engagement events school wide last school year. **Root Cause**: Parent participation has been affected due to the pandemic and COVID protocols. In addition, there are no active structured parent groups (PTO/PTA)
Problem of Practice 2: Limited parental communication from administration **Root Cause**: Accessibility and times of parent meetings

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES - The campus will meet 100% of Mandated Health Services by the required dates for Immunization monitoring, vision screening (PK, K, 1, 3, 5), Hearing Screening (PK, K, 1, 3, 5), Type 2 Diabetes (1, 3, 5), Medication and AED Maintenance Checks.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1: IMMUNIZATION MONITORING, Vision, Hearing, Diabetes, Spinal Screenings and Medication Administration and AED Maintenance data entry and state reporting requirements will be completed by a certified school nurse on or before each due date.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students needed to be screened:
Screening data entry.

Strategy 1 Details	Reviews			
Strategy 1: Ms. Ventura (teacher assistant) will support Nurse Montelongo in the clinic 1 hour a day so that data entry for 330 students can occur during the school day and provide support for all screenings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Deadlines for all screenings will be be met.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Montelongo, Principal	50%	70%		
Action Steps: 1. Create schedule for screenings. 2. Create schedule for clinic coverage 3. Develop schedule for Ms. Ventura. **Title I:** 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Lantrip safety team will be trained by Nurse Montelongo with use of Epi-Pen by September 30, 2022.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety Team will know location of Epi-Pen and proper application.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Montelongo, Principal	100%	100%	100%	
Action Steps: 1. Identify Safety Team members 2. Schedule and complete training **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Nurse Montelongo will create a year long schedule for the monthly maintenance checks of all AEDs.	Formative			Summative
Strategy's Expected Result/Impact: AEDs will be properly maintained.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse Montelongo, Principal **Action Steps:** 1. Review Schedule. 2. Enter dates in master calendar **Title I:** 2.6	0%	100%	100%	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Measurable Objective 1: For the 2022-2023 school year, students will attend P.E. once a week for 45 minutes.

Evaluation Data Sources: Medical Services
Master Schedule
HISD Connect
Brighter Bites Sign up Sheets

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught by a certified physical education teacher	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be physically active	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, PE teachers				
Action Steps: 1. Develop enrichment schedule where students go to PE once a week. **Title I:** 2.4, 2.5, 2.6	45%	65%		

Strategy 2 Details	Reviews			
Strategy 2: Develop master schedule with recess embedded for ALL grade-levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have an opportunity to be physically active, daily.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tier 2 leaders, teachers				
Action Steps: 1. Create master schedule 2. Share master schedule with teachers 3. Teachers create daily schedules with recess included. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Reach out to Urban Harvest and Brighter Bites for participation in a monthly parent meeting and/or family night.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Inform parents about proper nutrition. **Staff Responsible for Monitoring:** Principal, WrapAround Specialist, Counselor **Action Steps:** 1. Schedule a meeting with Brighter Bites. 2. Schedule a meeting with Urban Harvest. 3. Schedule presentation meeting and time. 4. Communicate event with families. **Title I:** 2.6, 4.1, 4.2	35%	60%		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

State Compensatory

Budget for 192 Lantrip Elementary School

Total SCE Funds: $94,162.00
Total FTEs Funded by SCE: 1.32
Brief Description of SCE Services and/or Programs

Lantrip is using Compensatory Funds to fund a Media Specialist who also works with RTI, IAT's and 504's. We also fund part of a 4th grade teacher, Bil 2nd grade teacher, and music teacher. The remainder of the funds are utilized for general supplies and extra-pay OT support hourly.

Personnel for 192 Lantrip Elementary School

Name	Position	FTE
Dora Avila	Bilingual Teacher	0.7
Pilar Lopez	Media Specialist	0.2
Rene Rodriguez	Music Teacher	0.23
Suntrell T. Butler	4th Grade Teacher	0.19

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Given the impact of COVID-19, all districts and schools including Lantrip ES received a label of: NOT RATED - Declared State of Disaster for 2021. However, Lantrip students in grades 3-5 took the STAAR Assessment in the Spring of 2022 using paper based assessment for Reading and Math (grades 3-5) and Science in grade 5. Lantrip received the overall rating of an "A".

There were ___students in K-5th Grade accessed on TELPAS in 2021-2022; of those students ____of them showed progress/growth from 2020-2021. Students in 1st and 2nd grade were evaluated with High Frequency Words assessment: __% of students tested received a score of ___% or better.

2021-2022 Projected STAAR Data

Domain 1

2019 – 72% C
2022 - 78% C

Domain 2

2019 – 79% C
2022 - 96% A

Domain 3

2019 – 63% D
2022 - 92% B

Overall - 2019 – 74% C
Overall – 2022 – 95% A

STAAR Data 2021-2022

Grade Level	Subject Tested	% at Meets Grade Level		
		AP	ME	MA
3rd Grade	Math	71%	41%	16%
4th Grade	Math	89%	51%	25%
5th Grade	Math	79%	44%	15%
5th Grade	Science	78%	40%	15%

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Dora B. Lantrip is an Environmental Science Magnet Elementary School located east of downtown Houston, Texas. Lantrip is a part of the HISD's Elementary School Office 3. Lantrip's enrollment consists of 545 students in pre-kinder through fifth grade. Lantrip Elementary receives students from their zoned neighborhood and from magnet transfers from across the district. The ethnic populations are 85% Hispanic, 9% African American, 4% White, 1% of Asian, and less than 1% two or more. We have Forty-six students (8%) identified as Gifted and Talented. The student attendance rate at Lantrip is 92%. Lantrip's students identified as "At-Risk" make up 45%. Lantrip has (150) 28% of the students identified as Limited English Proficient (LEP). We have 84% of our students economically disadvantaged. There are twenty-two students or 4% identified and serviced in the Dyslexia Program and we have forty-eight students (9%) served by our Special Education Dept. The Spec Ed programs at Lantrip consist of Resource and RDSPD/ Deaf Ed Program. Additionally, our Mobility rate is 6.4%.

The campus earned an Overall "A" rating from the Texas Education Agency. A focus this year will be to increase Student Performance in Domain 1 by increasing the number of students performing at least the Meets level as per the STAAR in grades third through fifth grades. Lantrip received 5 out of 6 distinctions in the 2021-2022 school year for the performance on STAAR as well in all areas except Science. A Science Enrichment class is now being offered in grades 2nd-5th as well as all classrooms will be serving students in Science for a minimum of 30 minutes per day in grades PK-5th grades.

Our mission is to build a solid foundation to grow future leaders by providing all students the opportunity to achieve excellence.

Measurable objectives

1) Lantrip will increase our Reading scores from 56% to 60% in MEETS in our overall Reading rating in the STAAR for grades 3rd through 5th. Lantrip will increase from 60% to 80% of students reading ON or ABOVE their appropriate Reading (Guided) levels.

2) Lantrip will increase our Math scores from 45% to 55% in MEETS in our overall Math rating in the STAAR for grades 3rd through 5th.

3) Lantrip will increase its TELPAS levels for 3rd-grade ELs by 80% at "Advanced or Advanced High" levels.

Action Steps:

- School wide interventions will be offered (Fuel Time) daily 1st - 5th grades
- After school tutoring for students not meeting expectations on 2022 STAAR in the fall.
- After school tutorials for students 3rd-5th beginning in January 2023
- Purchase i-Ready for Reading, Math, and Science to assist with student exposure for STAAR 2.0 type questions
- Common assessments after each unit: Grades 1st-5th.
- Academic Nights hosted to empower parents to be able to support scholars at home.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title 1 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 include:

1. Student Academic Growth

2. Systematic Interventions

3. Transitional Bilingual Program

4. Professional Development opportunities for faculty and staff

5. Social and Emotional Needs

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

The SIP is available to parents in the following locations:

Campus Front Parent Meetings, Campus website

The SIP was made available to parents by:

Hard copies in front office, digital copies on school website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

1. Campus-wide Intervention Blocks (7:45-8:15) and (1:20-2:00)

2. Required Small Group with Intervention time within each core content block

3. Tier 3 pull-out by an Interventionist

4. Increased usage of Imagine Learning

5. After-school and Saturday tutorials

6. HB4545 Interventions

2.5: Increased learning time and well-rounded education

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

1. Fine Arts Program - Music and Art (science art PK-1)
2. Integrating reading, writing, and math to our enrichment classes
3. Breakfast in the classroom
4. After school activities

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.

- Building teacher capacity in their content areas and instructional areas: Weekly PLCs will be content and instructional practices
- Small Group Instruction based on student data needs: Incorporated within instructional blocks.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The school-wide plan will be evaluated 5 times throughout the year for progress on goals. SDMC committee will evaluate the Goals, data, resources annually to continue to evaluate the needs of the campus.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Dora Avila, Alejandra Mendoza
- Title 1 Coordinator - Cynthia Lopez
- Counselor - Sabrina Reyes
- Principal - Rhonda R. Schwer
- Magnet Coordinator - Amber Akhtar
- WrapAround Specialist - Elizabeth Garza

The PFE was distributed

- On the campus website
- Campus, parent newsletter
- Parent Meetings

The languages in which the PFE was distributed include:

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Nights
- Counseling for students and working closely with their families
- Community events - Popsicle's with the Principal, Meet the Teacher, Open House, Monthly parent Meetings, Weekly Parent Newsletter, Winter Program, Academic Nights, GT Expo, Parent Teacher Conferences, Urban Harvest, Brighter Bites,
- School Community Communication: Social Media platforms (Dojo, Twitter, Instagram, Facebook), Website, Monthly calendar, school messenger, school marquee

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title 1 Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meetings dates are listed below:

- Meeting #1 - August 18, 2022
- Meeting #1 Alternate - September 15, 2022
- Meeting # 2 - September 9, 2022
- Meeting #2 Alternate - October 4, 2022
- Meeting # 3 - January 26, 2023
- Meeting #3 Alternate - February 20, 2023
- Meeting #4 Alternate - February 28, 2023
- Meeting #4 Alternate - March 23, 2023

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Ibeth Ventura	Sr. Academic Tutor	2110000000	1.0
Sabrina Medina	Parent Engagement Rep.	2110000000	1.0

Campus Funding Summary

1991010001 - General Fund - Regular Program

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	3	Instructional Materials and Manipulatives	6300 - Supplies and Materials	$10,000.00
					Sub-Total	$10,000.00

1991010002 - General Fund - Gifted & Talented

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	2	Instructional resources and supplies	6300 - Supplies and Materials	$2,500.00
5	5	1	3	Extra duty pay for activity facilitators	6400 - Other Operating Expenses	$1,000.00
					Sub-Total	$3,500.00

1991010003 - General Fund - Small School Subsidy

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1	Technology devices for 1:1 in 3rd-5th grade	6600 - Capital Outlay	$12,000.00
					Sub-Total	$12,000.00

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	3	Rewards for students meeting educational goals	6300 - Supplies and Materials	$2,000.00
					Sub-Total	$2,000.00

2110000000 - Title 1 Basic Programs

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	1	Student incentives to obtain goals	6300 - Supplies and Materials	$1,500.00
3	1	1	5	Incentives for Attendance	6300 - Supplies and Materials	$2,000.00
5	2	1	4	Professional Development Project Class	6200 - Contracted Services	$9,000.00
5	6	1	1	Parent Engagement Event Materials and food	6300 - Supplies and Materials	$2,000.00
					Sub-Total	$14,500.00

2550000000 - Title 2

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	3	Materials for Academic Night	6300 - Supplies and Materials	$2,500.00
					Sub-Total	$2,500.00

2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Pay for After-School Tutorials	6100 - Payroll	$20,000.00
2	1	1	1	HB4545 Tutorials	6100 - Payroll	$25,000.00
2	1	1	1	Interventionist	6100 - Payroll	$45,350.00
2	1	1	2	Vontoure Cohort Professional Development	6200 - Contracted Services	$4,666.66
2	1	2	3	Pay for After School Tutorials	6100 - Payroll	$20,000.00
					Sub-Total	$115,016.66