Houston Independent School District

113 Paige Elementary School

2021-2022 Campus Improvement Plan
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Demographics

Demographics Summary

Roderick Paige is a North Area Title- I campus in the Houston Independent School District located on the northeast side of town. Our campus serves Pre-K through 5th grade students and has a current enrollment of 365 students. Our demographics are: 67 percent Hispanic, 26 percent Black, 1 percent White, and 1 percent Asian. 41% of our students are English Language Learners. 13% of our students receive Special Education services. Less than 1% of our students are identified as Gifted and Talented. We also provide special education services for students in Skills for Life (SLL) and Structured Learning Center (SLC). At Roderick Paige Elementary School, we provide a network of knowledge and skills, strengthened by a community, to inspire and empower our scholars to be global, independent thinkers, ready to compete in the 21st century. Our mission is to provide a nurturing atmosphere in which we equip our scholars with tools and skills to be creative and innovative thinkers through high quality instruction, effective communication, and best practices.

Demographics Strengths

Roderick Paige Elementary is thankful for the support of the Kashmere community and feeder pattern schools. In particular, the Kashmere Classmates Community Foundation has donated school supplies and uniforms to our students. Furthermore, the Kroger Booster Program will be donating pre-packaged school supplies to our campus. Additionally, our wrap around specialist has secured boy scouts as well as girl scouts for our campus and is working to provide more uniforms for our students. Furthermore, our wraparound specialist is working to provide resources for parents and the greater community. When the basic and essential needs of students are met, then they are able to succeed academically, socially, and emotionally.

Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** We have less than 1 percent of our student population identified as Gifted and Talented. **Root Cause:** Teachers and the greater community may not be fully aware of the characteristics of Gifted and Talented students.
Student Learning

Student Learning Summary

Our third through fifth grade students took the STAAR last academic year. In regards to third grade English, 11 percent of students scored at the approaches level in Math. 22% of students scored at the approaches level in Reading while 20 percent scored at the Masters level. In regards to 3rd grade Spanish, 53% of students scored at the approaches level in Math and 15 percent scored at the Meets level. In Spanish Reading, 46 percent of students scored at the approaches level, 26 percent scored at the meets level, and 14 percent scored at the masters level.

In regards to 4th grade English, 10 percent of students scored at the approaches level in Math while 3 percent scored at the meets level. 32 percent of students scored at the approaches level in Reading while 7% scored at the meets level. 18% of students scored at the approaches level in Writing. In regards to the 4th grade Spanish Math classes, 22% scored at the approaches level, 15% scored at the meets level, and 4% scored at the masters level. In reference to the Spanish Reading assessment, 33% of students scored at the approaches level, 19% scored that the meets level, and 11% scored at the masters level. In reference to Spanish Writing, 31% of students scored at the approaches level and 12% scored at the meets level.

In regards to 5th grade students, 47% of students scored at the approaches level in Math, 14% scored at the meets level, and 5% scored at the masters level. In regards to Reading, 36% of students scored at the approaches level, 22% scored at the meets level, and 10% scored at the masters level. In regards to Science, 23% of students scored at the approaches level, 5% scored at the meets level, and 2% scored at the masters level.

Student Learning Strengths

The 2020-2021 academic school year was greatly impacted by the global pandemic and the effects of COVID-19. To start the 2020-2021, 100 percent of students engaged in virtual instruction for the first 6 weeks. After the first 6 weeks, parents had the option to continue engaging students in virtual learning or send them back to school for in-person instruction. Furthermore, as a result of COVID-19, some students had to quarantine. Moreover, teachers had to learn how to teach to in-person students and virtual students simultaneously. In spite of the pandemic, students strengths entailed becoming acquainted with new academic platforms, learning how to use virtual manipulatives, and conducting science experiments online to name a few. Additionally, students continued to build their knowledge and skills in all content areas although the qualitative data points show regression.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The overall percentage of 3rd grade students performing at the Approaches level on STAAR Math was 34 percent. Root Cause: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

Problem of Practice 2 (Prioritized): The overall percentage of 3rd grade students performing at the Approaches level on STAAR Reading was 35 percent. Root Cause: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Teachers were teaching virtual students and in-person learners simultaneously.

Problem of Practice 3 (Prioritized): The overall percentage of 4th grade students performing at the Approaches level on STAAR Reading was 33 percent. Root Cause: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Teachers were teaching virtual students
and in-person learners simultaneously.

**Problem of Practice 4 (Prioritized):** The overall percentage of 4th grade students performing at the Approaches level on STAAR Math was 16 percent. **Root Cause:** Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

**Problem of Practice 5 (Prioritized):** The overall percentage of 5th grade students performing at the Approaches level on STAAR Math was 47 percent. **Root Cause:** Students were virtual the first 6 weeks of the semester. Furthermore, teacher capacity is an area of growth. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

**Problem of Practice 6 (Prioritized):** The overall percentage of 5th grade students performing at the Approaches level on STAAR Reading was 36 percent. **Root Cause:** Students were virtual the first 6 weeks of the semester. Furthermore, teacher capacity is an area of growth. Teachers were teaching virtual students and in-person learners simultaneously.
School Processes & Programs

School Processes & Programs Summary

Paige Elementary is a public school that offers the following programs: transitional bilingual, neighborhood gifted and talented, SLI, SLC, and Art. Furthermore, we have wraparound services that focus on the social and emotional needs of our scholars. Through our wraparound program we offer boy scout and girl scout to our scholars. The programs mentioned above help to create well-rounded scholars.

At Paige Elementary, teacher learning is a critical component in consistently increasing academic student performance. We believe that the coaching and development of teachers leads to strong student academic and social outcomes. High levels of student performance occur when teachers implement and execute researched-based teaching practices and pedagogy in every classroom.

Accordingly, Professional Learning Communities will be held every Tuesday and will be a time for academic skills needed to be taught, explain, main teaching points, identify misconceptions, discuss best instructional practices, analyze student data, plan for reteaching, and practice lessons to name a few. Furthermore, Grade Level and/or Content Area planning sessions will occur every Wednesday. During this time, teachers will collaborate and create assessments and plan their lessons. Additionally, the leadership team will conduct calibration walks to ensure that the level of teacher quality is developed on a more consistent and individualized basis. Finally, teachers will engage in peer observations where they observe and provide each other feedback based upon a particular instructional criterion.

Teachers reported back to campus the week of August 10th. During this week, we focused on school wide data, academic content, lesson planning, the teacher appraisal and development, special populations, classroom management, classroom culture and the handbook. During the school year, we will continue to have professional developments that focus on:

- Data
- Sheltered Instruction
- Unpacking the standards
- School wide interventions
- Reading Mastery
- Reading and Language Arts
- S.T.O.I.C.
- Classroom management
- Rice University Math and Science Program
- Specific content sessions provided by the district

School Processes & Programs Strengths

Professional Learning Communities are held every Tuesday and the focus is on data and researched based instructional strategies. Peer observation is another strength because it allows teachers the opportunity to learn from each other. Another strength entails our Instructional Specialist having a strong background in literacy as well as Special Education.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Ensuring alignment between classroom instruction, T.E.K.S., and test such as common assessments, snapshots, and STAAR to name a few.

Root Cause: Need for a more detailed understanding of the T.E.K.S. and their alignment to assessments. In this case, we have to build teachers capacity and help them to unpack
Problem of Practice 2 (Prioritized): Addressing the needs of students who were virtual throughout the academic year. Root Cause: The rise of COVID-19 and its impact on education and society as a whole.
Perceptions

Perceptions Summary

Paige Elementary is a public school that has great potential. We believe that all students have untapped potential that can be used to positively change the world. We seek to tap into students potential through read alouds, mini-lessons, hands-on science experiments, interactive math lessons, writing assignments, and project based learning. Furthermore, we believe that is important to build relationships with students. Relationship building occur during community circle time, class activities, lunch, and recess. Now an area of growth entail classroom management and discipline. Our goal is for students to be able to channel their frustration and express their feelings in a positive way rather than using hitting or physical force as a mean. As a campus, it is imperative that we have a safe learning environment as it is needed for academic success. Accordingly, the leadership team will provide teachers with training on Structure, Teach, Observeable, Interact Positively, and Corrective Action (S.T.O.I.C) as well as positive behavior interventions and support. Furthermore, the leadership team will reach out to the district to identify more trainings on classroom management and bullying prevention.

Perceptions Strengths

Parents/Guardians want a better education for their students. Students want to learn. Students are encouraged to read for enjoyment and practice academic skills at home. We have a wraparound specialist on campus. Through Wrap around services, we offer Boy Scout and Girl scouts to help students build leadership and character traits.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Social and emotional needs of students Root Cause: Students need assistance finding ways to express their feelings and emotions.
Priority Problems of Practice

Problem of Practice 1: The overall percentage of 3rd grade students performing at the Approaches level on STAAR Math was 34 percent.
Root Cause 1: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 2: The overall percentage of 3rd grade students performing at the Approaches level on STAAR Reading was 35 percent.
Root Cause 2: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Teachers were teaching virtual students and in-person learners simultaneously.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: The overall percentage of 4th grade students performing at the Approaches level on STAAR Reading was 33 percent.
Root Cause 3: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Teachers were teaching virtual students and in-person learners simultaneously.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: The overall percentage of 4th grade students performing at the Approaches level on STAAR Math was 16 percent.
Root Cause 4: Students were virtual the first 6 weeks of the semester. Furthermore, several teachers had between 0 and 3 years of teaching experience. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 5: The overall percentage of 5th grade students performing at the Approaches level on STAAR Math was 47 percent.
Root Cause 5: Students were virtual the first 6 weeks of the semester. Furthermore, teacher capacity is an area of growth. Finally, students had limited access to manipulatives as a result of COVID-19 guidelines.

Problem of Practice 5 Areas: Student Learning

Problem of Practice 6: The overall percentage of 5th grade students performing at the Approaches level on STAAR Reading was 36 percent.
Root Cause 6: Students were virtual the first 6 weeks of the semester. Furthermore, teacher capacity is an area of growth. Teachers were teaching virtual students and in-person learners simultaneously.

Problem of Practice 6 Areas: Student Learning

Problem of Practice 7: Ensuring alignment between classroom instruction, T.E.K.S., and test such as common assessments, snapshots, and STAAR to name a few.
Root Cause 7: Need for a more detailed understanding of the T.E.K.S. and their alignment to assessments. In this case, we have to build teachers capacity and help them to
unpack standards.

**Problem of Practice 7 Areas:** School Processes & Programs

**Problem of Practice 8:** Addressing the needs of students who were virtual throughout the academic year.

**Root Cause 8:** The rise of COVID-19 and its impact on education and society as a whole.

**Problem of Practice 8 Areas:** School Processes & Programs

**Problem of Practice 9:** Social and emotional needs of students

**Root Cause 9:** Students need assistance finding ways to express their feelings and emotions.

**Problem of Practice 9 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments
- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/ton-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators
- Attendance data
- Discipline records
- Enrollment trends
Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
Board Goals

**Board 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** The percentage of third grade students performing at the Approaches level on STAAR reading will increase from 35% to 70%. The Meets level will increase from 25% to 30%. The Masters level will increase from 14% to 15%.

**Strategic Priorities:** Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<td>Measurable Objective 1: The percentage of 3rd grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test.</td>
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<td>Evaluation Data Sources: Snapshots, District Level Assessments, and Mock STAAR test.</td>
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<td>HB3 Board Goal</td>
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- ➡ No Progress
- 🍀 Accomplished
- ➡ Continue/Modify
- ✗ Discontinue

**Strategy 1:** Pre-kindergarten through 3rd grade classes will collect, track, organize, and display their Reading data in the classroom. Third grade students will measure their individual growth outcomes from each assessment. Students growth will be acknowledged and celebrated in school.

**Strategy's Expected Result/Impact:** Student academic success will improve as a result of them tracking and being aware of their own data.

**Staff Responsible for Monitoring:** Mr. Peterson, Ms. Solis, and Ms. Hasson

**Action Steps:** The Administration team will train teachers on how to track data.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

**Funding Sources:** Data Binder - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500

**Strategy 2:** Teachers will have 55 minutes of daily planning and receive support from our Instructional Specialist during weekly PLC’s, planning sessions, and in-class coaching.

**Strategy’s Expected Result/Impact:** Student academic success will increase as a result of teachers having a clear understanding of objectives, assessments, and classroom activities. Teachers will be able to unpack state standards, backwards plan, and practice lessons.

**Staff Responsible for Monitoring:** Mr. Peterson and Ms. Solis

**Action Steps:** The Administration Team will lead content PLC’s and attend Planning sessions. Teachers will create lesson plans for their class as well as for small group instruction.
Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: The percentage of 4th grade students performing at the Approaches level on STAAR reading will increase from 33% to 70%, The Meets level will increase from 13% to 17%. The Masters level will increase from 4% to 5%. The percentage of 5th grade students performing at the Approaches level will increase from 36% to 70%. The Meets level will increase from 22% to 25 percent. The Masters level will increase from 10 percent to 12%.

Strategic Priorities: Expanding Educational Opportunities

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<td>Measurable Objective 1:</td>
<td>The percentage of 4th and 5th grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test. Evaluation Data Sources: Renaissance 360, Snapshots, District Level Assessments, and Mock STAAR</td>
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<td>Formative</td>
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<td>No Progress</td>
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Strategy 1: House Bill 4545 creates opportunity for accelerated instruction for all students who did not pass or take STAAR Reading in fourth and fifth grade. All students who failed STAAR or the TEA BOY assessment will be assigned tutors in order to help with accelerated learning interventions.

Strategy's Expected Result/Impact: Students academic success will increase with the support of accelerated interventions.

Staff Responsible for Monitoring: Mr. Peterson, Ms. Solis, and Ms. Hannon

Action Steps: Fourth and fifth grade students who do not pass STAAR reading or the TEA BOY assessment will receive accelerated interventions from academic tutors.

TEA Priorities: Build a foundation of reading and math

Funding Sources: Leveled Literacy Kit - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500

Strategy 2: Fourth and Fifth grade students will track their own data.

Strategy's Expected Result/Impact: Students tracking their own data will enable them to see their progress over the course of the academic year. Teachers and students will collaborate to set goals and review strategies for academic improvement.

Staff Responsible for Monitoring: Ms. Solis

Action Steps: Teachers will teach students how to track their progress. Teachers will conference with students to discuss their academic progress.

TEA Priorities: Build a foundation of reading and math

Funding Sources: Data Binders - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500
**Board 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 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 3**: The percentage of Kindergarten through 2nd grade students meeting the High Frequency Word Requirements will increase from 63% to 85%.

**Strategic Priorities**: Expanding Educational Opportunities

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<td><strong>Measurable Objective 1</strong>: 65% of students will pass their high frequency word evaluation after the first attempt. 75% of students will pass their high frequency word evaluation after the second attempt. 85% percent of students will pass their high frequency word exam after their third attempt. Evaluation Data Sources: High Frequency Word Evaluation Exam HB3 Board Goal</td>
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**Strategy 1**: Teachers will explicitly teach the words and provide varied practice: name tags, threshold, morning ppt, naming them in read aloud, drills, etc. Furthermore, students will learn and practice their high frequency words daily.

**Strategy’s Expected Result/Impact**: As a result of students learning and practicing their high frequency words daily, they will become better readers.

**Staff Responsible for Monitoring**: Ms. Solis

**Action Steps**: Teachers will be provided with high frequency words via powerpoint and physical copy. Teachers will teach and incorporate high frequency words into their daily instruction. Students will practice high frequency words at school and at home.

**Title I Schoolwide Elements**: 2.4, 2.5, 2.6 - **TEA Priorities**: Build a foundation of reading and math

**Funding Sources**: Copy Paper and Tasks Card - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500

**Strategy 2**: Students will be learn high frequency words through a variety of activities. The activities will entail work stations, flip cards during restroom break, and powerpoint during morning message.

**Strategy’s Expected Result/Impact**: The different strategies will help students to master their high frequency words.

**Staff Responsible for Monitoring**: Ms. Solis

**Action Steps**: The Leadership Team will train teachers on different strategies to help students learn their high frequency words during whole group lessons and workstations.

**TEA Priorities**: Build a foundation of reading and math
Board Goal 2: MATH  The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: The percentage of 3rd grade students performing at the Approaches level will increase from 34% to 70%. The Meets level will increase from 15% to 18 percent. The Masters level will increase from 0 percent to 5%.

Strategic Priorities: Expanding Educational Opportunities

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<td><strong>Measurable Objective 1:</strong> The percentage of 3rd grade students scoring at the Approaches level will increase 15 percent on the DLA and the STAAR release test. Evaluation Data Sources: Renaissance, Snapshots, District Level Assessment, and Mock STAAR</td>
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Strategy 1: Pre-Kindergarten through third grade students will complete math assessments. The assessments will be: Circle, Snapshots, Renaissance, and DLA. The assessments will depend upon the grade level. Tier 2 and Tier 3 students will complete Renaissance 360 progress monitoring assessments throughout the school year.

Strategy's Expected Result/Impact: We will be able to measure students academic progress.

Staff Responsible for Monitoring: Mr. Peterson, Ms. Walls- Boston, and Ms. Hasson

Action Steps: Students will take their assessments and track their data. Teachers will use data to plan for reteaching and small group instruction.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 2: Pre-Kindergarten through third grade teachers will implement research-based effective and systematic instructional practices in mathematics that will help students to develop number fluency and problem-solving skills.

Strategy's Expected Result/Impact: As a result of students developing number fluency and problem-solving skills, they will be able to demonstrate their understanding of math through class assignments and assessments.

Staff Responsible for Monitoring: Mr. Peterson, Mrs. Walls- Boston, and Ms. Hasson

Action Steps: Teachers will attend content based Professional Learning Communities and have planning sessions that promote math fluency and problem-solving.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

Funding Sources: Math Manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $500
Board Goal 2: MATH  The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 2: The percentage of 4th grade students performing at the Approaches level on STAAR Math will increase from 16% to 70%. The Meets level will increase 9% to 13 percent. The Masters level will increase from 4% to 8 percent. The percentage of 5th grade students performing at the Approaches level on Math STAAR will increase from 47% to 70%. The Meets level will increase from 14% to 18% percent. The Masters will increase from 5% to 10%

Strategic Priorities: Expanding Educational Opportunities

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<td>Measurable Objective 1: The percentage of 4th grade students and 5th grade students scoring at the Approaches level will increase 15 percent on DLA or the Mock STAAR.</td>
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<td>Evaluation Data Sources: Renaissance 360, Snapshots, DLA, and Mock STAAR</td>
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Strategic Goal 1: House Bill 4545 creates opportunity for accelerated instruction for all students who did not pass or take STAAR Math in fourth and fifth grade. All students who failed STAAR or the TEA BOY assessment will be assigned tutors in order to help with accelerated learning interventions.

Strategic’s Expected Result/Impact: Students academic success will increase with the support of accelerated interventions.

Staff Responsible for Monitoring: Mr. Peterson, Mrs. Walls- Boston, and Ms. Hasson

Action Steps: Fourth and fifth grade students who do not pass STAAR Math or the TEA BOY assessment will receive accelerated interventions from academic tutors.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

Funding Sources: Tutorials - 2110000000 - Title I Basic Programs - 6100 - Payroll - $2,000

Strategy 2: Fourth and Fifth grade students will track their own data.

Strategy’s Expected Result/Impact: Students tracking their own data will enable them to see their progress over the course of the academic year. Teachers and students will collaborate to set goals and review strategies for academic improvement.

Staff Responsible for Monitoring: Mrs. Walls- Boston

Action Steps: Teachers will teach students how to track their progress. Teachers will conference with students to discuss their academic progress.

TEA Priorities: Build a foundation of reading and math

Strategy 3: Fourth and Fifth grade students will participate in Math interventions in school as well as after school.

Strategy’s Expected Result/Impact: Interventions will help to accelerate student achievement.

Staff Responsible for Monitoring: Mr. Peterson and Ms. Solis
Action Steps: Teachers and tutors will collaborate to develop lesson plans for math interventions occurring during the day and after school.

TEA Priorities: Build a foundation of reading and math
Board Goal 2: MATH  The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 3: 1st through 5th grade students will improve and increase their numerical fluency by 5% on Renaissance 360.

Strategic Priorities: Expanding Educational Opportunities

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Strategy 1: Students will engage in number talks daily in class.

Strategy's Expected Result/Impact: Students will increase their number fluency.

Staff Responsible for Monitoring: Mrs. Walls- Boston and Classroom Teachers

Action Steps: Teachers will be trained on Number Talks and incorporate it into their daily instruction.

Title 1 Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 2: Students will complete imagine math facts and imagine math lessons.

Strategy's Expected Result/Impact: Students will increase their number fluency.

Staff Responsible for Monitoring: Mrs. Walls- Boston and Math Classroom Teachers

Action Steps: Teachers will be trained on Imagine Math Facts and incorporate it into their daily lessons. Students will complete Imagine Math facts and Imagine Math lessons during their math block.

Title 1 Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

Funding Sources: Imagine Math Facts - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500

Strategy 3: Teachers will engage in Professional Learning Communities and Professional developments that focus on math fluency. Furthermore, teachers will receive in-class support from the district's Math Teacher Development Specialist.

Strategy's Expected Result/Impact: As a result of building teacher capacity in math, student performance will increase.

Staff Responsible for Monitoring: Mr. Peterson, Mrs. Walls- Boston, and Classroom Teachers

Action Steps: Teachers will be trained on Number Talks and Imagine Math. Teachers will incorporate knowledge learned from daily into their daily instruction.

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

Goal 1: SCHOOL PROGRESS: The percentage of 3rd grade students performing at the Masters level on STAAR Math will increase from 0% to 5%.

Strategic Priorities: Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Students will show growth by 5 points on each snapshot and district level assessment. Evaluation Data Sources: Snapshots, DLA, and Mock STAAR</td>
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Strategy 1: Students will have a solve open ended math problems, illustrate steps on how they attained their answer, and complete Imagine Math lessons.

*Strategy's Expected Result/Impact:* Students will show growth on assessments.

*Staff Responsible for Monitoring:* Mr. Peterson, Mrs. Walls- Boston, and Classroom Teachers

*Action Steps:* Teachers will plan lessons that include open ended math problems, higher order thinking questions, and time for students to complete Imagine Math lessons. Furthermore, teachers will attend professional development on differentiation and rigor.
Board Goal 3: SCHOOL PROGRESS  The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 2: The percentage of 4th grade students performing at the Masters level on STAAR Math will increase from 4% to 9%.

Strategic Priorities: Expanding Educational Opportunities

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Strategy 1: Students will have a solve open ended math problems, illustrate steps on how they attained their answer, and complete Imagine Math lessons.

Strategy’s Expected Result/Impact: Students will show growth on assessments.

Staff Responsible for Monitoring: Mr. Peterson, Mrs. Wells-Boston, and Classroom Teachers

Action Steps: Teachers will plan lessons that include open ended math problems, higher order thinking questions, and time for students to complete Imagine Math lessons. Furthermore, teachers will attend professional development on differentiation and rigor.
Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 3: The percentage of students identified as gifted and talented will increase from less than 1% to 5%.

Strategic Priorities: Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Increase the number of students identified as gifted and talented by 5%. <strong>Evaluation Data Sources:</strong> Grades, Snapshots, DLA, and Gifted and Talented Test</td>
<td><strong>Formative</strong></td>
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Strategy 1: Inform teachers and community about the characteristics and qualifications of Gifted and Talented students

Strategy's Expected Result/Impact: Increase the number of students identified as gifted and talented

Staff Responsible for Monitoring: Ms. Hasson

Action Steps: Teachers will be trained on the characteristics and qualifications of Gifted and Talented students. Teachers will be provided with resources about the Gifted and Talented program. Parents will be informed about the characteristics of Gifted and Talented students.
Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level in 3rd through 5th grade will increase from 0% to 10%.

Strategic Priorities: Expanding Educational Opportunities

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Measurable Objective 1: The percentage of students receiving special ed services scoring at the approaches level will increase from 0 to 5 percent on the DLA and 5 to 10 percent on the Mock STAAR.</td>
<td>Formative</td>
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<tr>
<td>Evaluation Data Sources: Renaissance 360, snapshots, DLA, and Mock STAAR</td>
<td>Nov</td>
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- **Accomplished**
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Strategy 1: Students will receive small group instructions from classroom teachers and possibly tutors.

- **Strategy's Expected Result/Impact:** Student achievement will increase.
- **Staff Responsible for Monitoring:** Mr. Peterson, Mrs. Walls- Boston, Ms. Solis, and Ms. Douge
- **Action Steps:** Teachers will plan differentiate lessons to meet the needs of all students.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math

- **Funding Sources:** Leveled Literacy Kits - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,400

Strategy 2: Teachers and students will collect, track, and monitor academic data.

- **Strategy's Expected Result/Impact:** Student academic achievement will increase.
- **Staff Responsible for Monitoring:** Mr. Peterson, Mrs. Walls- Boston, and Ms. Solis
- **Action Steps:** Teachers will track student data. Students will track their own data.
- **TEA Priorities:** Build a foundation of reading and math
Board Goal 4: CLOSING THE GAPS  The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 2: Decrease the number of students receiving special education services in urgent intervention by 5%.

Strategic Priorities: Expanding Educational Opportunities

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<th>Measurable Objective 1 Details</th>
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<tr>
<td>Measurable Objective 1: The number of students in urgent intervention will decrease by 5% over the course of the academic year.</td>
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<tr>
<td>Evaluation Data Sources: Renaissance 360 data</td>
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- No Progress
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Strategy 1: Teachers will differentiate lessons and assignments based upon students IEP.

Strategy's Expected Result/Impact: By differentiating the lessons and assignments, students achievement will increase.

Staff Responsible for Monitoring: Mrs. Walle- Boston, Ms. Douge and Classroom teachers

Action Steps: Teachers will be provided with students IEP. Teacher will implement IEPs with fidelity.

TEA Priorities: Build a foundation of reading and math
Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 3: Increase students who are receiving special education services reading level by the end of the academic year.

Strategic Priorities: Expanding Educational Opportunities

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td>Measurable Objective 1: Students reading level will increase three letters by the end of the academic year.</td>
<td>Formative</td>
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<tr>
<td>Evaluation Data Sources: Beginning Running Records and Renaissance 360</td>
<td>Nov</td>
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</table>

Strategy 1: Students will receive explicit and direct instruction from their teacher. Furthermore, students will be pulled into small groups for additional support. Teachers will implement IEP accommodations and modifications.

- **Strategy's Expected Result/Impact:** By providing explicit instruction and pulling students into small groups, their reading level will increase.
- **Staff Responsible for Monitoring:** Mr. Peterson, Mrs. Walls - Boston, Ms. Solis, and Ms. Douge
- **Action Steps:** Teachers will provide direct instruction to students. Teachers will provide whole group and small group instruction. Teachers will implement IEP accommodations and modifications with fidelity.
- **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
- **Funding Sources:** Leveled Literacy Kits Orange System - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $2,900
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: The percentage of ADA student attendance will increase from 88.7% to 98% in the 2021-2022 academic year.

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

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<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> We will increase our attendance percentage to 98%.</td>
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<td><strong>Evaluation Data Sources:</strong> Class Attendance Report and weekly ADA student reports by grade level and total school attendance.</td>
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Strategy 1: The Front Office Staff and Wrap Around Specialist will call parents of students who are absent from school.

Strategy's Expected Result/Impact: The increase in student attendance will lead to academic success.

Staff Responsible for Monitoring: Mr. Peterson, Ms. Prado, Ms. Baez, and Ms. Ramos

Action Steps: The school will call parents daily prior to the ADA to remind them of the importance of bringing students to school.
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: We will reduce the number of discipline referrals by 10% on campus.

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

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> We will decrease the number of discipline referrals by 10% on campus as a result of addressing the social and emotional needs of students.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Student Code of Conduct and referral forms</td>
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Strategy 1: All classroom teachers will utilize grade level appropriate incentives to encourage positive behavior.

- **Strategy's Expected Result/Impact:** A decrease in discipline can lead to an increase in student achievement.
- **Staff Responsible for Monitoring:** Mrs. Walls- Boston and Classroom Teachers
- **Action Steps:** Teachers will have a training on Structure, Teach, Observe, Interact Positively, and Correct Action. Furthermore, teachers will have discipline procedures in place, monitor student behavior, and provide incentives for positive behavior.

Strategy 2: Classroom teachers will and the leadership team will use alternative discipline strategies such as taking a deep break, having a cool down station, drawing a picture, or writing a reflective essay to decrease behavior challenges.

- **Strategy's Expected Result/Impact:** A decrease in discipline can lead to an increase in student achievement.
- **Staff Responsible for Monitoring:** Mrs. Walls- Boston and Classroom Teachers
- **Action Steps:** The leadership team will train teachers on S.T.O.I.C. and provide them with positive behavior incentives and supports resources to help students channel their emotion.
Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Decrease the amount of bullying cases school wide and work to produce positive outcomes.

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

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<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1</strong>: 100% of teachers and staff will implement practices based upon S.T.O.I.C and Positive Behavior Intervention and Support in order to create positive students interactions, decrease the amount of discipline referrals, and reduce the amount of bullying cases.</td>
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<tr>
<td><strong>Evaluation Data Sources</strong>: Increased positive interaction between students and the reduction of discipline referrals.</td>
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**Strategy 1**: All teachers will use positive behavior intervention and support (PBIS) strategies to build an inclusive classroom environment and help students to express their emotions.

  **Strategy's Expected Result/Impact**: Help students to channel their emotion and express their feeling through positive actions rather than physical force or violence.

  **Staff Responsible for Monitoring**: Mr. Peterson, Mrs. Walls- Boston and Classroom Teachers

  **Action Steps**: Teachers will be trained on strategies to promote a positive learning environment. Furthermore, teachers will learn about the positive behavior intervention and support website and incorporate strategies into their daily instructions.

**Strategy 2**: All teachers will implement C.H.A.M.P.S. voice levels to give students clear expectations and tools on how conversations should be during classroom instruction, lunch, and recess.

  **Strategy's Expected Result/Impact**: To help students learn how to engage in conversations with their peers and adults in different settings.

  **Staff Responsible for Monitoring**: Mrs. Walls- Boston and Classroom Teachers

  **Action Steps**: All staff members will be trained on C.H.A.M.P.S. and incorporate it during daily instruction, lunch, recess, and dismissal.
Board Goal 5: N/A - Additional Campus Goals

**Goal 4:** SPECIAL EDUCATION: Identify students accordingly, provide meaningful interventions to increase academic performance, and maintain up-to-date documentation.

**Strategic Priorities:** Transforming Academic Outreach

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<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> 90% of students receiving special education services will reach or exceed their individual growth goal on classroom assignments as well as assessments in Reading, Math, Science, and Social Studies. Evaluation Data Sources: Running Records, Renaissance 360, Snapshots, District Level Assessments, and STAAR</td>
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**Strategy 1:** All classroom teachers will implement the accommodations and modifications outlined in students IEP’s.

**Strategy’s Expected Result/Impact:** Increased student achievement on classroom assignments and assessments.

**Staff Responsible for Monitoring:** Mr. Peterson, Mrs. Walls-Boston, Ms. Douge, and Classroom Teachers

**Action Steps:** Teachers will be provided with students IEPs and trained on special education modifications and accommodations.

**Strategy 2:** All teachers and Special Education Department Chair will provide direct instruction to students in whole group setting as well as small groups. Furthermore, all teachers and Special Education department chair will take anecdotal notes and monitor students progress over the course of the academic year.

**Strategy’s Expected Result/Impact:** Increased students performance on classroom assignments and assessments.

**Staff Responsible for Monitoring:** Mrs. Walls-Boston, Ms. Solis, Ms. Douge, and Classroom Teachers

**Action Steps:** Teachers will plan lessons for whole group instruction as well as interventions based on students data and need. Furthermore, teachers will take anecdotal notes, track students progress, and make adjustments to the lesson.
Board Goal 5: N/A – Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: Identify students accordingly, provide meaningful interventions to increase academic performance, and maintain up-to-date documentation.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> We will increase percentage of students identified as Gifted and Talented by 5%.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Snapshots, DLA, and classroom projects</td>
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<td><strong>Summative</strong></td>
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Strategy 1: Increase teachers awareness of the characteristics of Gifted and Talented students.

**Strategy’s Expected Result/Impact:** More students will be identified as Gifted and Talented

**Staff Responsible for Monitoring:** Mr. Peterson, Ms. Hasson, and Classroom Teachers

**Action Steps:** All teachers will be trained on the characteristics of Gifted and Talented Students. The Gifted and Talented Coordinator will provide resources to teachers to incorporate into their daily instruction.

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<tr>
<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> 100 percent of teachers will provide differentiated instruction to meet the needs of our English Language Learners.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Snapshots, DLA, TELPAS, STAAR</td>
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<td><strong>Summative</strong></td>
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Strategy 1: All classroom teachers who serve English Language Learners will participate in Sheltered Instruction professional development and incorporate strategies into their daily instruction.

**Strategy’s Expected Result/Impact:** Increased student academic achievement

**Staff Responsible for Monitoring:** Ms. Solis and Ms. Hasson

**Action Steps:** Throughout the year, the Sheltered Instruction Coach will lead PLCs on best instructional practices for English Language Learners. Teachers will implement best instructional practices for English Language Learners and receive feedback.

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<th>Measurable Objective 3 Details</th>
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<tr>
<td><strong>Measurable Objective 3:</strong> Identify the 10% of students who have dyslexia according to research and provide differentiated instruction to them.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Renaissance 360, Map testing, Snapshots, DLA, and STAAR</td>
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Strategy 1: Instructional Specialist will be trained to identify students with Dyslexia. Furthermore, teachers will differentiate instruction in the class to meet the needs of students with dyslexia. Finally, students with dyslexia will be receive lessons and interventions from a Dyslexia Specialist assigned to our campus.

Strategy's Expected Result/Impact: Increase student academic achievement

Staff Responsible for Monitoring: Ms. Solis and Classroom Teachers

Action Steps: Instructional Specialist will be trained to identify students with Dyslexia. Teachers will learn about ways to identify and serve students with dyslexia. Students will receive interventions and academic support from a Dyslexia Specialist assigned to our campus.
Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1</strong>: The percentage of family and community involvement in school functions, events, and wraparound services will increase by 10 percent.</td>
<td><strong>Formative</strong></td>
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<tr>
<td>Evaluation Data Sources: Sign-In Sheets and pictures from events and activities throughout the year</td>
<td>Nov</td>
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**Strategy 1**: Parents/Guardians will have the opportunity to meet and greet the teacher prior to the start of the school year in order to learn about campus as well as classroom goals, expectations, and procedures.

**Strategy's Expected Result/Impact**: This will help build relationships between the school and community.

**Staff Responsible for Monitoring**: Mr. Peterson, Mrs. Walls-Boston, Ms. Solis, and Ms. Ramos

**Action Steps**: Teachers will prepare their classroom for the beginning of the school year, set classroom expectations, and meet with parents/guardians.

**Title I Schoolwide Elements**: 3.2

**Strategy 2**: Throughout the academic year parents/guardians will have the opportunity to learn about Wrap Around Services and Title I parent meetings. Furthermore, they will be able to attend campus events such as Open House and Academic Nights.

**Strategy's Expected Result/Impact**: This will help build relationships between the school and community.

**Staff Responsible for Monitoring**: Mr. Peterson, Mrs. Walls-Boston, Ms. Solis, and Ms. Ramos

**Action Steps**: Parents will be informed about different opportunities on campus.

**Title I Schoolwide Elements**: 3.1, 3.2
**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7: MANDATED HEALTH SERVICES**

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

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

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> 100% IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by Nurse Dabney and Nurse Bass Bailey.</td>
<td>Formative</td>
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<tr>
<td>Evaluation Data Sources: Immunization data entry and state reporting for all students completed by Nurse Dabney and Nurse Bass Bailey. Estimated number of students to be screened: 400</td>
<td>Nov</td>
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<tr>
<th>Measurable Objective 2 Details</th>
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<tr>
<td><strong>Measurable Objective 2:</strong> 100% VISION SCREENING at Grades PK, K, 1, 3, and 5 will be completed by Nurse Dabney and Nurse Bass Bailey on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
<tr>
<td>Evaluation Data Sources: Vision screening records for all applicable students completed by Nurse Dabney and Nurse Bass Bailey. Estimated number of students to be screened: 250</td>
<td>Nov</td>
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<tr>
<th>Measurable Objective 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> 100% HEARING SCREENING at Grades PK, K, 1, 3, and 5 will be completed by Nurse Dabney and Nurse Bass Bailey on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
<tr>
<td>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by Nurse Dabney and Nurse Bass Bailey. Estimated number of students to be screened: 250</td>
<td>Nov</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Objective 4 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 4:</strong> 100% of TYPE 2 DIABETES SCREENING at Grades 1, 3, and 5 will be completed by Nurse Dabney and Nurse Bass Bailey on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
<tr>
<td>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by Nurse Dabney and Nurse Bass Bailey. Estimated number of students to be screened: 157</td>
<td>Nov</td>
</tr>
<tr>
<td>Measurable Objective 5 Details</td>
<td>Reviews</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Measurable Objective 5:</strong> 100% of MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by Nurse Dohney and Nurse Bass Bailey for the school year 2021-2022. <strong>Evaluation Data Sources:</strong> PERSON RESPONSIBLE: Nurse Dohney and Nurse Bass Bailey. <strong>Note:</strong> If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td>Nov Jan Mar June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Objective 6 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 6:</strong> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <strong>Evaluation Data Sources:</strong> PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:</td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td>Nov Jan Mar June</td>
</tr>
</tbody>
</table>

- No Progress
- ✔ 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

<table>
<thead>
<tr>
<th>Measureable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formative</td>
</tr>
<tr>
<td></td>
<td>Nov</td>
</tr>
<tr>
<td>Measurable Objective 1: 100% of student will engage in safe exercises and activities on a daily basis. Evaluation Data Sources: Physical Education and Recess Schedule</td>
<td></td>
</tr>
<tr>
<td>No Progress</td>
<td>Accomplished</td>
</tr>
</tbody>
</table>

Strategy 1: Students will engage in structured recess for 30 minutes daily and attend Physical Education once a week.

Strategy's Expected Result/Impact: Provide students with an opportunity to exercise and build strong bones.

Staff Responsible for Monitoring: Mr. Peterson and Ms. Solis

Action Steps: P.E. instructor will plan interactive lessons for students. Teachers will allocate time for recess on their schedule and take students out for it.
Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)
State Compensatory

Budget for 113 Paige Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 1.56

Brief Description of SCE Services and/or Programs

Personnel for 113 Paige Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adrianna Jones</td>
<td>Academic Tutor</td>
<td>0.52</td>
</tr>
<tr>
<td>Eduardo Jantes</td>
<td>Academic Tutor</td>
<td>0.52</td>
</tr>
<tr>
<td>Natalie Junonville</td>
<td>Academic Tutor</td>
<td>0.52</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Based upon the data, Paige Elementary will target Reading and Math as focus areas for the current academic school year. During the school year, Reading teachers will engage in professional development around read alouds, mini-lessons, small group instruction, and phonics. Math teachers will engage in professional development around fluency, number talks, problem-solving, and content delivery. Both groups will also collaborate and plan with their respective content area. The collaboration and professional development will help build teachers capacity in their specific content area as well as help them to learn and execute research-based instructional practices. These strategies will help students grow academically and enable them to reach their goals.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Rodrick Paige Elementary Administration met with stakeholders to develop the Campus Improvement Plan. Teachers in all content areas gave important information on instructional framework and strategies that could be used to guide instruction. When communicating with stakeholders, there is a need for more vertical alignment and content area planning as well as collaboration. There is also a need for more collaboration between general education teacher and special education teachers.

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:

- Monitoring and Revisions will be conducted on the following dates to determine if adjustment of strategies are necessary.
  - Friday, October 29, 2021
  - Friday, December 10, 2021
  - Friday, February 25, 2022
  - Friday, April 22, 2022
  - Friday, May 29, 2022

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

The SIP will be available to parents in the Main Office. It will be made available to parents at Coffee with the Principal and Open House.
2.4: Opportunities for all children to meet State standards

Rodenick Paige Elementary is a schoolwide Title 1 campus. Data is disaggregated by T.E.K.S. Individualized and small group instruction is developed by data from class assignments, common assessments, snapshots, Renaissance, and District Level Exams. Students will have the opportunity to master skills during whole group instruction, small group instruction, power hour, sheltered instruction, dyslexia services provided by the district, interventions, and after school tutorials. Tier 2 students will receive an additional 90 minutes of instruction as needed in reading and math. Tier 3 students will receive an additional 120 minutes of instruction as needed in reading and math. Tier 2 and Tier 3 students will utilize accommodations that are determined by the IAT committee. Students receiving special education services will utilize accommodations that are determined by the ARD committee.

2.5: Increased learning time and well-rounded education

Tier 2 students will receive an additional 90 minutes of instruction as needed in reading and math. Tier 3 students will receive an additional 120 minutes of instruction as needed in reading and math. Tier 2 and Tier 3 students will utilize accommodations that are determined by the IAT committee. Students receiving special education services will utilize accommodations that are determined by the ARD committee.

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

The needs of all at-risk students are addressed through targeted interventions based on student performance data. The data points are Renaissance 360, STAAR, High Frequency Word Evaluation, Snapshots, and District Level Assessments. The different data points listed above allows teachers and the leadership team to have a more complete pictures of strengths and areas of improvement for the campus and individual students. Student data will be posted in the classroom and discussed during Professional Learning Communities as well as planning sessions. During Professional Learning Communities and Planning Sessions data will be reviewed and analyzed to determine

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language that parents can understand.
- The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Four strategies to increase Parent and Family Engagement include:

- Meet the Teacher
- Open House
- Coffee with the Principal
- Family Night (Literacy Night, Math Night, and Science Night)
3.2: Offer flexible number of parent involvement meetings

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 Thursday, October 7, 2021 at 9:00am
- Meeting #1 Alternate - Thursday, October 7, 2021 at 4:00pm
- Meeting #2 - Thursday, December 2, 2021 at 9:00am
- Meeting #2 Alternate - Thursday, December 2, 2021 at 4:00pm
- Meeting #3 - Thursday, February 3, 2022 at 9:00am
- Meeting #3 Alternate - Thursday, February 3, 2022 at 4:00pm
- Meeting #4 Thursday, April 7, 2022 at 9:00am
- Meeting #4 Alternate- Thursday, April 7, 2022 at 4:00pm
## Campus Funding Summary

### 1991010001 - General Fund - Regular Program

<table>
<thead>
<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>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Data Binder</td>
<td>6300 - Supplies and Materials</td>
<td>$500.00</td>
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<tr>
<td>1</td>
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<td>2</td>
<td>Data Binders</td>
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<tr>
<td>1</td>
<td>3</td>
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<td>1</td>
<td>Copy Paper and Tasks Card</td>
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<tr>
<td>2</td>
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<td>2</td>
<td>Math Manipulatives</td>
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Sub-Total $2,000.00

### 1991010007 - General Fund - Special Education

<table>
<thead>
<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>
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<tr>
<td>4</td>
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<td>Leveled Literacy Kits</td>
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<tr>
<td>4</td>
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<td>Leveled Literacy Kits Orange System</td>
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Sub-Total $6,300.00

### 2110000000 - Title 1 Basic Programs

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>1</td>
<td>Leveled Literacy Kit</td>
<td>6300 - Supplies and Materials</td>
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<td>Tutorials</td>
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<td>Imagine Math Facts</td>
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Sub-Total $7,000.00

Grand Total $15,300.00
Addendums
<table>
<thead>
<tr>
<th>PD Dates</th>
<th>PD Format</th>
<th>PD Topic</th>
<th>Resources</th>
<th>SIP Goal Alignment</th>
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<tbody>
<tr>
<td>8/16/2021</td>
<td>Face to Face/ Social Distancing</td>
<td>Welcome/ Team Building, State of Schools, Faculty and Staff Handbook</td>
<td>Last years data</td>
<td>District Goal; Family and Community Engagement</td>
</tr>
<tr>
<td>8/18/2021</td>
<td>Face to Face/ Social Distancing</td>
<td>Circles, C.H.A.M.P.S., Classroom Expectations, Classroom management, Instructional expectations, and Content Area planning</td>
<td>Powerpoint, Non-negotiables, C.H.A.M.P.S., and HISD planning guide</td>
<td>District Goal 1 and 2</td>
</tr>
<tr>
<td>8/19/2021</td>
<td>Virtual</td>
<td>Job Allike</td>
<td>HISD</td>
<td>District Goal 1 and 2</td>
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<td>8/20/2021</td>
<td>Face to Face/ Social Distancing</td>
<td>Gifted and Talented, Special Populations, IAT, and First Day of School procedures</td>
<td>Powerpoint</td>
<td>District Goal 1 and 2</td>
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<tr>
<td>9/17/2021</td>
<td>Virtual</td>
<td>District Professional Development Day</td>
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<td>District Goal 1 and 2</td>
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<td>9/17/2021</td>
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<td>A4E, On Track, Renaissance, and TEA Boy</td>
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<tr>
<td>Oct-21</td>
<td>Face to Face/ Social Distancing</td>
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<td>On Track, Snapshots, and Renaissance</td>
<td>District Goal 1 and 2</td>
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<tr>
<td>Oct-21</td>
<td>Face to Face/ Social Distancing</td>
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<td>HISD Curriculum</td>
<td>District Goal 1 and 2</td>
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<tr>
<td>Nov-21</td>
<td>Face to Face/ Social Distancing</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
<td>District Goal 1 and 2</td>
</tr>
<tr>
<td>Nov-21</td>
<td>Face to Face/ Social Distancing</td>
<td>Data Review</td>
<td>High Frequency Words, Snapshots and progress</td>
<td>District Goal 1 and 2</td>
</tr>
<tr>
<td>Dec-21</td>
<td>Face to Face/ Social Distancing</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
<td>District Goal 1 and 2</td>
</tr>
<tr>
<td>Month</td>
<td>Method</td>
<td>Activity</td>
<td>DLA</td>
<td>Goal</td>
</tr>
<tr>
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</tr>
<tr>
<td>Dec-21</td>
<td>Face to Face</td>
<td>Data Review</td>
<td>DLA</td>
<td>Goal 1 and 2</td>
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<tr>
<td>Jan-22</td>
<td>Face to Face</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
<td>Goal 1 and 2</td>
</tr>
<tr>
<td>Feb-22</td>
<td>Face to Face</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
<td>Goal 1 and 2</td>
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<tr>
<td>Feb-22</td>
<td>Face to Face</td>
<td>Data Review</td>
<td>Snapshots and MOY</td>
<td>Goal 1 and 2</td>
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<tr>
<td>Mar-22</td>
<td>Face to Face</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
<td>Goal 1 and 2</td>
</tr>
<tr>
<td>Mar-22</td>
<td>Face to Face</td>
<td>Data Review</td>
<td>Snapshots and Progress</td>
<td>Goal 1 and 2</td>
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<td>Apr-22</td>
<td>Face to Face</td>
<td>Content Specific Professional Development</td>
<td>HISD Curriculum</td>
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<tr>
<td>Apr-22</td>
<td>Face to Face</td>
<td>Data Review</td>
<td>Mock STAAR</td>
<td>Goal 1 and 2</td>
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</table>