

**Houston Independent School District**  
**245 Stevens Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of Stevens Elementary School is to create a positive and safe learning environment for students through strong leadership and excellence in instruction that ignites a passion for learning in our students.

## Vision

Teachers and staff at Stevens Elementary will work as a community to prepare "every student, every day" academically, socially, and emotionally to achieve success for their futures.

## Value Statement

Stevens Elementary Core Values are as follows:

1. Student Success: Meeting students where they are academically, socially, and emotionally by creating an educational environment in which students' achievement is celebrated in a variety of ways.
2. Collaboration: Seeking input from all stakeholders involved with Stevens Elementary School.
3. Diversity: Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.
4. Life-Long Learning: Encouraging enthusiastic, independent thinkers and learners striving for personal growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lulu M. Stevens strives to meet the needs of every student who walks through our doors. Lulu M. Stevens Elementary School was established in 1952 to relieve the growing student population of Oak Forest Elementary just a few miles away in the Oak Forest/Garden Oaks area. Lulu M. Stevens Elementary School opened its doors to serve approximately 600 students who transferred from Oak Forest Elementary School. Today, Stevens Elementary School services 568 students with enrollment growing daily. The vast majority of our students reside in apartment homes. Our students' mobility rate is 23%, this being one of the highest in the Houston Independent School District. Stevens Elementary School is a Title 1 school with a student population of 84% Hispanic, 9% African American, 5% White and 1% other; 93% of students are classified Economically Disadvantaged and 53.4% of students are English Language Learners (ELL), 77% are At-Risk, 8% Special Education, and 3% Gifted and Talented. In the 2021-2022 school year Stevens Elementary School had an attendance rate of 95.84%. In 2016 Stevens Elementary School was designated as a Science, Technology, Engineering, Arts, and Mathematics Magnet Campus. Our focus on S.T.E.A.M. is centered around Project-Based Learning and the Engineering Design Process. S.T.E.A.M. allows us to focus on a variety of programs that meet the needs of our diverse student population while promoting high level thinking. In addition, Stevens Elementary School provides Bilingual/ESL. Stevens Elementary School offers a variety of Special Education classes that include a Preschoolers Achieving Learnings Skills Class, Behavior Support Class, and a Special Education Resource Classroom. Stevens Elementary School provided special education services to students in an Inclusion Support Services model in the General Education setting. Stevens Elementary School offers a Neighborhood Gifted and Talented Program which provides rigorous and relevant instruction to our Gifted and Talented students.

### Demographics Strengths

Stevens Elementary serves a very diverse student population, diverse in ethnicity as well as economic status. Students at Stevens Elementary have the opportunity to be exposed to a multitude of cultures and communities while on campus. Stevens Elementary School is a Title 1 school with a student population of 84% Hispanic, 9% African American, 5% White and 1% other; 93% of students are classified Economically Disadvantaged and 53.4% of students are English Language Learners (ELL), 77% are At-Risk, 8% Special Education, and 3% Gifted and Talented. In the 2021-2022 school year Stevens Elementary School had an attendance rate of 95.84%.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** EL's - Our children are not receiving ample opportunities for language to be cemented, practice peer to peer conversations, or engage in meaningful student discourse. As a result, our students are stagnant in their reading development. **Root Cause:** Teachers are not customizing their learning method to meet the needs of second language learners including but not limited to visual vocabulary and hands on learning activities.

# Student Learning

## Student Learning Summary

During the 2021-2022 school year Stevens ES saw double digit growth in Grade 3 English Reading and Math and also Grade 5 Reading when compaing DLA to STAAR Release. Grade 3 Reading(English) went from 30% Approaches on DLA to 56% Approaches on STAAR Release. Grade 3 Math(English) went from 34% Approaches on DLA to 53% Approaches on STAAR Release. Grade 5 Reading(English) went from 35% Approaches on DLA to 54% on STAAR Release. Our area for improvement falls with supporting our ELL population and increasing their attendance. Grade 3 Bilingual scored below 39% Approaches in both content areas and on both assessemnts. Grade 4 scored below 37% Approaches on both assessments for Reading, Writing, and Math.

Individual student needs were identified when evaluating Renaissance 360 BOY, MOY, and Progress Monitoring. The data from Renaissance determined the critical area needs for each student. Which streamlined interventions. Teachers pulled small groups based on tiering and also embedded time into the block for Imagine Learning. Teachers introduced designated supports and supplimental aids. Tier 1 students were also pulled into small groups to support maintenance. Stevens ES uses Exit Ticket Trackers to monitor mastery of daily lessons. Data supports that intervention are working in some classrooms but not all.

Stevens ES Special Ed population is supported through a Push-In model. The Special Ed Chair person and Teacher Assistants go into the classroom to support students during core instruction. They will also work with a small group during Small Group Instruction. Virtual stuents were also able receive all supports.

Stevens ES Interventionist met with teaches bi-monthly for RtI/IAT meetings. The lastest data is discussed, intervention effectiveness, and introduction of new intervention strategies. Renaissance Progress Monitoring helped to determine which students needed to continue in their current tiering or move to another tiering.

Tools available to teachers to ensure student performance in imporved included technology, campus supports and district level supports. Stevens ES Pushed-In Interventionist, Sped support and Teacher Development Specialist for ELA/SLA, Math and Science. Administrative and district support also led a Co-Teacher Model. Administrators schedule weekly check ins with identified teachers during Check-ins, Appraisers sat side by side with reviewing lesson plans, student work samples, and assessments.

## Student Learning Strengths

Stevens ES Sped Department is one of the learning strengths. All Sped students (including virtual) were able to receive all Sped services during the 2021-2022 school year. Moving to a Push-In Model helped to ensure that students IEP goals were met. The Sped Chair could not meet the needs by herself. Scheduling of additional supports was the reason that Sped services were met.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Students' performance on formative assessments is not reflective of their performance on daily assignments, exit tickets and or teacher cumulative assessments. **Root Cause:** Teachers capacity to completely understand TEKS and design lessons aligned to state standards that embed rigorous checkpoints within the lesson that

accurately assess student mastery.

# School Processes & Programs

## School Processes & Programs Summary

At Stevens ES, professional development is planned based on current data and staff feedback. The instructional team will deliver vertical planning professional development opportunities for the 2022-2023 school. Vertical team planning will allow instructional leaders and teachers to collaborate on how key skills are scaffolded and taught at each grade level PK-5 to increase student achievement. As a result, students will be prepared academically for the next grade level. Due to a high ESL population of 47.8 %, additional professional development opportunities planned for this school year focus on English language learners. Professional development includes providing appropriate accommodations based on students' English proficiency levels, integrating the ELPS, sheltering instruction, allocating time in teachers' schedule for the English language development, and effectively planning for structured conversations across all content areas. Stevens follows the transitional bilingual program where students transition to all English classes in grade 4. EL students at Stevens may also qualify for early exit. EL students are offered tutoring support from Yancy tutoring service twice a week for those students identified at the beginning or intermediate level of English language proficiency. During pre-service week this school year, open instructional labs were offered to teachers as an additional layer of differentiated professional development support. Stevens plans to utilize and implement the EIR grant model this school year consisting of seeking feedback from teachers and centering future PLC's centered on group facilitation, input, special populations, and group analysis of student work. A PLC calendar with focused instructional topic was developed over the summer. Daily instructional time is maximized by providing teachers with detailed time allocations for each component of the math and ELA blocks. Instructional leaders on the campus prioritize their day for coaching, modeling, and instructional planning with teachers in order to increase student achievement. Student progress and goals are monitored across core content areas through daily exit ticket trackers in core content areas. Data from the trackers informs upcoming instruction for the campus. Students participate in district assessments such as Snapshots, Mock STAAR, Renaissance, BRR and the ELD assessment for EL learners. Data conferences with teachers are held immediately after assessments to identify common misconceptions, instructional strategies, resources, and individualized reteach /small group action plans for teachers.

## School Processes & Programs Strengths

Areas of strength for Stevens includes planning professional development based on the data and teacher surveys. Areas of growth for Stevens include ensuring PLC's are facilitative with all team members playing an active role in deciding instructional next steps for the campus through the EIR grant. Another area of growth includes creating and implementing common assessments with in grades PK-5 to monitor student progress and adjust instructional practices. Stevens will continue to focus on increasing the number of students who exit the ESL/bilingual status before the transition to middle school.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Teachers have limited opportunities for an active and collaborative role in instructional decisions directly impacting students on campus. **Root Cause:** There is a lack of teacher buy in, voice, and the building of teacher leaders on campus.



# Perceptions

## Perceptions Summary

Students at Stevens Elementary School historically have met standards with daily attendance. During the pandemic Stevens attendance rate fell lower than expectations. Systems and routines were implemented to ensure that teachers and students were offered every chance at attendance success. Stevens Elementary School does not have significant behaviors concerns. Four student at Stevens received out of school suspension in the 2021-2022 school due to the seriousness of the incident. Stevens Elementary School counselor has implemented ReThinkEdu in order to address student concerns connected to bullying on campus. True incidents of bullying are minimal at Stevens. Stevens Elementary did not have any students who were sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary or mandatory purposes. In order to support students who are struggling with behavior Stevens Elementary uses peer to peer conflict resolution and support from the campus counselor as well as grade level discipline administrators. Parent conferences are utilized in order to support student's success in the classroom. In order to promote safety Stevens implements clear communication with staff as well as regular drills to ensure that all students and staff are aware of procedures. In order to support inexperienced teachers Stevens Elementary has administrative supports by grade level and content. Ms. Julie Woods supports PK-1 all contents. Ms. Simpson supports 3-5 ELAR SLAR. Mrs. Swain supports 2-5 Mathematics. Previously Stevens invited parents to physically be present by attending class parties, open house, meet the teacher, and back to school bashes. In the wake of COVID 19 Stevens Elementary School teachers have room parents to support classroom communication and grade level communication. Parents are expected to participate in their child's education and parent conferences throughout the school year. Stevens Campus staff are involved in mentoring programs where they support their peers. Stevens staff are involved in planning elements for the school year. Stevens teachers and parents are included in the Site Based Decision Making Committee. Stevens uses the platform Class Dojo, Facebook, and Twitter to communicate with families. Teachers are required to post newsletters weekly and the campus shares a newsletter with families monthly. Communications for Stevens are translated on site by the front office team into Spanish.

## Perceptions Strengths

The strengths of Stevens Elementary School perceptions include Stevens Elementary School's ability to have open communication with staff, community members and families. Stevens Elementary has made adjustments to its communication model in the 2021-2022 school year to enhance open communication with families.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** While Stevens Elementary utilizes several communication platforms, 100% of parents are not connected on class dojo, Facebook, Twitter, etc. This results in a small population of parents at Stevens Elementary School missing pertinent information. **Root Cause:** Teachers connect students who are previously enrolled in the campus and have access to the Class Dojo app. Teachers must work with front office staff to ensure that all families are able to connect and understand the app in order to be successful.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

## Student Data: Behavior and Other Indicators

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

- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Board Goals

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

**Goal 1:** By May 2023, STAAR reading at Approaches will go from 57% to 63%, Meets from 29% to 34%, and Masters from 10% to 15%.





**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of the ELAR teachers (K-5) will engage in content specific planning sessions during pre-service in the summer of 2022 and monthly thereafter.

**Evaluation Data Sources:** HISD Snapshot Data, Teacher created tests/evaluations, Universal Screener data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The training will include strategies to cycle through and re-teach historically difficult standards. Calendar of items based on data will be created.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Teacher Specialist Daphne Rawlinson, Assistant Principal</p> <p><b>Action Steps:</b> Students will be taught the proper terminology, approaches, meets, and masters and what scores are required to reach that goal. The students will track their own data in binders to monitor their progression to the next level to reach their expected growth determined in individualized plans.</p> <p><b>Title I:</b> 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> PK-1st grade will submit classroom writings and 2nd-4th grade will submit individual writings bi-weekly and scored. <b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically <b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Teacher Specialist Daphne Rawlinson, Assistant Principal <b>Action Steps:</b> Teachers and Tier II will create a writing rubric to determine how students are progressing through the writing cycle.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement small group instruction and guided reading lessons in order to improve students reading levels, teach targeted skills, and fill learning gaps. <b>Strategy's Expected Result/Impact:</b> Students will show an increase of 5% on scores based on District Formative Assessment I, and 10% points on District Formative Assessment II. <b>Staff Responsible for Monitoring:</b> Principal, Tier II Leaders, Interventionist <b>Action Steps:</b> 1. Pre-Service training on Guided Reading 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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

**Goal 1: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Approaches Grade Level Standard on STAAR from 53% to 58% percentage points and Meets Grade Level Standard on STAAR will increase 4 percentage points from 30% in spring 2021 to 34% in spring 2024.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of the Math teachers (k-5) will engage in content specific planning sessions during designated PLC beginning August 2022 and continue monthly thereafter

**Evaluation Data Sources:** District Formative Assessments, STAAR Release

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The training will include data review, workstation building, lesson planning, development of instructional strategies, and planning guide review and released STAAR review</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain Teacher Specialist</p> <p><b>Action Steps:</b> Imagine Math -K-5 teachers will monitor and display students progress in class. Students will add a section to their data tracker to monitor their progress. Setting monthly goals for lessons passed. Creating challenges to motivate students. Correlate the number of lessons that will allow students to score Masters on STAAR Test. Have students strive to pass 35 lessons or more.</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer open labs on Mondays with the DDI on campus to support teachers creating common and formative assessments. <b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically. <b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Teacher Specialist Ashley Chavez, DDI <b>Action Steps:</b> Create an open lab calendar and determine focus topics to support teachers.  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be trained by the Curriculum department and receive one on one coaching <b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically <b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain Teacher Specialist <b>Action Steps:</b> Math Group (3-5) will be constructed of students placed heterogenously. Students will be able to support in peer tutoring. Teachers will monitor student performance and adjust groups as needed. Student directed as opposed to teacher directed.  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





**Measurable Objective 2:** 100% of Tier III students in math will be assigned to in-school interventions weekly

**Evaluation Data Sources:** Formative Assessment Tracking, Ren360 (BOY, MOY, and EOY), STAAR scores, and Classroom walkthroughs and observations

**HB3 Board Goal**



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Interventions will be based on universal screener data, BOY, snapshots, and common assessment data. Multiple teachers, based on their content strength will have intervention groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Tier II</p> <p><b>Action Steps:</b> All K-5 students will participate in small Group Instruction. Teachers will group students based on current levels of ability, based on BOY, Snapshot also informal assessments and exit tickets to alter students' small group assignments. Data trackers to monitor student progress.</p> <p><b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Interventions will be based on universal screener data, BOY, snapshots, and common assessment data. Multiple teachers, based on their content strength will have intervention groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Tier II</p> <p><b>Action Steps:</b> All K-5 students will participate in small Group Instruction. Teachers will group students based on current levels of ability, based on BOY, Snapshot also informal assessments and exit tickets to alter students' small group assignments. Data trackers to monitor student progress.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will implement small group instruction and math lessons based on monthly PD sessions provided by Great Minds (Eureka Math) in order to teach targeted skills, and fill learning gaps  <b>Strategy's Expected Result/Impact:</b> Students will show an increase of 5% on scores based on End of Module Assessment I, and 10% points on End of Module Assessment II. <b>Staff Responsible for Monitoring:</b> Principal Tier II Leader Interventionist Teachers  <b>Action Steps:</b> 1. Monthly PD sessions with Great Minds (Eureka Math). 2. Weekly PLC meetings to review individual student data and lesson planning 3. Classroom observations of small group instruction.  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

**Goal 1:** By May 2023 50% of the 4th and 5th grade students will grow at least one year academically as evidenced through STAAR growth in Reading and Math.

**Measurable Objective 1:** : 100% of the Reading ELA and Writing teachers (K-5) will engage in content specific planning sessions during pre-service in the summer of 2021 and monthly thereafter.

**Evaluation Data Sources:** District Formative Assessments, Teacher created tests/evaluations, Universal Screener data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The training will include strategies to cycle through and re-teach historically difficult standards. Calendar of items based on data will be created.  <b>Strategy's Expected Result/Impact:</b> Students will become critical thinkers and they will perform at higher levels academically. <b>Staff Responsible for Monitoring:</b> "Erin Trent/Principal Swain/Formative Assessment Coordinator <b>Action Steps:</b> Students will be taught the proper terminology, approaches, meets, and masters and what scores are required to reach that goal. The students will track their own data in binders to monitor their progression to the next level to reach their expected growth determined in individualized plans.  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The training will include strategies to cycle through and re-teach historically difficult standards. Calendar of items based on data will be created. Teachers will be engaged with backwards planning and utilizing check for understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is student progress and the students will have a better understanding of the overall content.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent, Principal Shana Swain, Teacher Specialist</p> <p><b>Action Steps:</b> Students will be taught the proper terminology, approaches, meets, and masters and what scores are required to reach that goal. The students will track their own data (Ren360 and District Formative Assessments) in binders to monitor their progression to the next level to reach their expected growth determined in individualized plans.</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of the Reading ELA/SLA teachers (K-5) will engage in content specific planning sessions during pre-service in the summer of 2021 and monthly thereafter.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result is student progress and the students will have a better understanding of the overall content.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Trent/Principal Swain/Formative Assessment Coordinator</p> <p><b>Action Steps:</b> Students will be taught the proper terminology, approaches, meets, and masters and what scores are required to reach that goal. The students will track their own data (Ren360 and District Formative Assessments) in binders to monitor their progression to the next level to reach their expected growth determined in individualized plans.</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Board Goal 4:** 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:** 100% of special education students are being provided accommodations/modifications using their IEP consistency and with fidelity.

**Strategic Priorities:**





Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Providing modifications and accommodations to students with disabilities via students performance in class activities based on students IEP.

**Evaluation Data Sources:** state tests and monthly checkpoints, progress reports/report cards

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate learning tools from the student's IEP <b>Strategy's Expected Result/Impact:</b> Students with IEP's will perform at the approaches level or higher <b>Staff Responsible for Monitoring:</b> SPED Department Chair <b>Action Steps:</b> During Pre-Service or when a new SPED student enrolls at Ross ES the SPED Chair meets with all teachers teaching students with disabilities how to understand the student's IEP paperwork  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> weekly meetings to incorporate SPED students into general setting for social and academic purposes and increase student achievement <b>Strategy's Expected Result/Impact:</b> Students with IEP's will perform at the approaches level or higher <b>Staff Responsible for Monitoring:</b> SPED Department Chair <b>Action Steps:</b> Grade Level teachers and SPED teacher weekly meetings to plan activities and learning strategies for the students with disability to increase the students	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> increasing students awareness of their disability so they will be more willing to use accommodations and modifications <b>Strategy's Expected Result/Impact:</b> Students with IEP's will perform at the approaches level or higher. <b>Staff Responsible for Monitoring:</b> SPED Department Chair <b>Action Steps:</b> Provide the student with their accommodations/modification and how to use the tools needed to for them to be successful in their academics  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE

**Measurable Objective 1:** 100% of teachers/staff will be trained by the School Counselor or the HISD SEL Department in De-escalating techniques and Positive Behavior Interventions.

**Evaluation Data Sources:** Discipline report.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Weekly incentives for homerooms with perfect attendance. Monthly and six-week rewards for homerooms with the best attendance  <b>Strategy's Expected Result/Impact:</b> Year-end 98% attendance rate <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> Weekly Hall of Fame; Reward class each grading cycle (every six weeks). Weekly incentives for homerooms with perfect attendance. Monthly and six-week rewards for homerooms with the best attendance  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> : Daily shout outs of homerooms with perfect attendance and visible recognition in hallways.  <b>Strategy's Expected Result/Impact:</b> Year-end 98% attendance rate <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> Incentivize parents beginning the first week of school. Daily shout outs of homerooms with perfect attendance and visible recognition in hallways  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Connect w/ Houston Community & School Partnership to host parent workshops, connect with churches, and parent education on importance of attendance. <b>Strategy's Expected Result/Impact:</b> Year-end 98% attendance rate <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> Incentivize parents beginning the first week of school. Daily shout outs of homerooms with perfect attendance and visible recognition in hallways  <b>Title I:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					







## Board Goal 5: N/A - Additional Campus Goals

### Goal 2: DISCIPLINE





**Measurable Objective 1:** 100% of teachers/staff will be trained by the School Counselor or the HISD SEL Department in De-escalating techniques and Positive Behavior Interventions.

**Evaluation Data Sources:** Discipline report.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> SEL training will be provided in the fall and spring. Training will be provided by the campus counselor or HISD SEL Department. Additional training and guidance will be provided to teachers who struggle with classroom management and student relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Administration Team, Counselor, HISD SEL Department</p> <p><b>Action Steps:</b> Teachers will receive SEL training to support students in virtual learning or the face to face setting. Teachers will implement techniques and strategies learned from training to support student behavior. Teachers will implement interventions for student who have been identified as needing additional support. Students who do not respond to interventions will be referred for case management support by the counselor or outside services.</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** 100% of teachers will consistently implement a grade level management plan aligned with the campus-wide discipline handbook.

**Evaluation Data Sources:** Teachers will receive feedback, training, and support on the implementation of SEL best practices to support student behavior. Teachers will be rated in I-8 Students actively participating in lesson activities, I-9 Sets and implements discipline management procedures, I-10 Builds a positive and respectful classroom environment, and I-5 Maximizes instructional time. Teachers will receive coaching and support based on how they are rated on the indicators listed.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establishing and implementing IAT processes, scheduled PLCs to discuss IAT referrals <b>Strategy's Expected Result/Impact:</b> Maintain out of school suspensions for all students in grades 3-5 to no more than 5% <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> Two teachers will be trained by the SEL department and then train the entire staff. Train all faculty and staff on Trauma Informed Practices during pre-service. Establishing and implementing IAT processes, scheduled PLCs to discuss IAT referrals in the area of Behavior as well as academics.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Student Support Services as an alternative to suspension <b>Strategy's Expected Result/Impact:</b> Maintain out of school suspensions for all students in grades 3-5 to no more than 5% <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> Train all faculty and staff on the school-wide discipline plan (The ROSS Way). Teachers will Utilize Student Support Services, such as the Wraparound Specialist, and SEL department as an alternative to suspension	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Two teachers will be trained by the SEL department and then train the entire staff <b>Strategy's Expected Result/Impact:</b> Maintain out of school suspensions for all students in grades 3-5 to no more than 5% <b>Staff Responsible for Monitoring:</b> Magnet Title I Coordinator Wraparound Specialist Registrar <b>Action Steps:</b> One teacher will be trained by the SEL department and then train the entire staff. Train all faculty and staff on SEL during pre-service. Establishing and implementing IAT processes, scheduled PLCs to discuss IAT referrals in the area of Behavior as well as academics.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





## Board Goal 5: N/A - Additional Campus Goals

### Goal 3: VIOLENCE PREVENTION

**Measurable Objective 1:** Educate all students on violence prevention and safety including drug, tobacco, alcohol, suicide, bullying, and child abuse by December 2021.

**Evaluation Data Sources:** Rosters of every student that have been educated.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be educated through their ancillary rotation, through technology and library <b>Strategy's Expected Result/Impact:</b> Students will be more aware of how their actions affect themselves and other people. <b>Staff Responsible for Monitoring:</b> Courtney Christen, Counselor Erin Trent, Principal <b>Action Steps:</b> Admin team will train the ancillary teachers on the system that will be used to educate the students. During ancillary the teachers will educate all students on violence prevention and safety including drug, tobacco, alcohol, suicide, bullying, and child abuse by December 2022.  <b>Title I:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The school will implement ClassDojo. <b>Strategy's Expected Result/Impact:</b> Students will be more aware of how their actions affect themselves and other people. <b>Staff Responsible for Monitoring:</b> Courtney Christen, Counselor Erin Trent, Principal <b>Action Steps:</b> Teachers will give points for positive behavior using ClassDojo.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Grade level/Program Parent Meeting <b>Strategy's Expected Result/Impact:</b> Parents will be more informed and will be able to make informed decisions <b>Staff Responsible for Monitoring:</b> Counselor Principal <b>Action Steps:</b> Parents will receive important information for each individual grade throughout the year.	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Board Goal 5: N/A - Additional Campus Goals

### Goal 4: SPECIAL EDUCATION

**Measurable Objective 1: SPECIAL EDUCATION-** 100% of our special education students services and accommodations met using their IEP as guidance with consistency and with fidelity.

**Evaluation Data Sources:** Weekly Compliance Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Resource teacher will schedule monthly check-ins with teachers with special education students. IEP information will be accessible to teachers. <b>Strategy's Expected Result/Impact:</b> Resource Teacher and Classroom Teachers will partner to ensure students are aware of student IEP and student accommodates. <b>Staff Responsible for Monitoring:</b> Teachers, Tier II Leaders, and Principal <b>Action Steps:</b> Special Education Chair will schedule a beginning of the year meeting with all teachers who serve special education students. The chair will provide an IEP copy to all teachers (electronically) to ensure that every teachers understand the student's plan, accommodations required, and any other details that will help support special education students. Teachers will be aware of all goals listed in the child's IEP.  <b>Title I:</b> 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> weekly meetings to incorporate SPED students into general setting for social and academic purposes and increase student achievement <b>Strategy's Expected Result/Impact:</b> Students with IEP's will perform at the approaches level or higher. <b>Staff Responsible for Monitoring:</b> SPED Department Chair <b>Action Steps:</b> Grade Level teachers and SPED teacher weekly meetings to plan activities and learning strategies for the students with disability to increase the student achievement to mastery of IEP goals.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of all SpEd students will participate in additional intervention block <b>Strategy's Expected Result/Impact:</b> Special education students in 3rd - 5th grade will score at 10% approaches on Snapshot 1 and 15% on the DLA <b>Staff Responsible for Monitoring:</b> Principal Tier II Leaders Interventionist Teachers <b>Action Steps:</b> Weekly PLC meetings to review individual student data and lesson planning 2. Classroom observations of small group instruction.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.**Measurable Objective 1:** 100% of teachers with gifted and talented students will complete their required training hours**Evaluation Data Sources:** Progress Monitoring tools.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement strategies in the classroom to support gifted and talented students. <b>Strategy's Expected Result/Impact:</b> Gifted and Talented students will be effectively supported in the classroom <b>Staff Responsible for Monitoring:</b> Gifted and Talented Coordinator <b>Action Steps:</b> Teachers with G/T students will ensure they complete all necessary course work to support their students. Teachers will plan to provide students with G/T services with lessons or projects. G/T Coordinator will work with the district G/T personnel to provide on-going training and support to teachers with G/T students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide continuous training for Registrar and teachers that work with ELL students to ensure appropriate certifications <b>Strategy's Expected Result/Impact:</b> Students will meet and exceed standards. <b>Staff Responsible for Monitoring:</b> Principal Tier II Leaders Interventionist <b>Action Steps:</b> Verify certifications of Bilingual and ESL Teachers. Make staff aware of District trainings for ESL certification. Train staff in Sheltered Instruction during PLC's and Professional Development days. Verify LEP status and/or LAS Testing of newly enrolled students and place in appropriate classrooms.  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Dyslexia Specialist attends training and creates schedule for students. <b>Strategy's Expected Result/Impact:</b> Students will meet and exceed standards. <b>Staff Responsible for Monitoring:</b> Principal Tier II Leaders Interventionist <b>Action Steps:</b> Specialist to meet with students daily for 45 minutes (phonics, spelling, handwriting). Progress monitoring of students thru Neuhaus Basic Language Skills resources.  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					



## Board Goal 5: N/A - Additional Campus Goals

### Goal 6: PARENT and COMMUNITY ENGAGEMENT





#### Strategic Priorities:

Expanding Educational Opportunities

**Measurable Objective 1: PARENT and COMMUNITY ENGAGEMENT** By the end of the 2022-2023 school year, the campus PTO will have grown by at least 30%.

**Evaluation Data Sources:** Title I documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Plan, coordinate, and execute the components of FACE, Family Friendly School program initiative throughout the year. <b>Strategy's Expected Result/Impact:</b> Families will be able to effectively connect to the campus and be aware of events, changes, and important information. <b>Staff Responsible for Monitoring:</b> Administration, Teachers and Wraparound Specialist <b>Action Steps:</b> Stevens will continue to provide information for parents to improve in different areas. Provide information on the following: Parent Classes (ESL Classes, GED, Parent Support, how to help your child, etc.) held via TEAMS.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> STEM/Literacy Night for parents and students to engage in hands on learning activities together <b>Strategy's Expected Result/Impact:</b> More parents will be involved in the overall success of their children. <b>Staff Responsible for Monitoring:</b> Principal Title I Coordinator Tier II Leaders Wraparound Specialist <b>Action Steps:</b> Teachers will develop creative activities for STEM/Literacy Night for parents and students to engage in hands on learning activities together.  <b>Title I:</b> 2.4	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> STAAR Parent Meetings for parents to learn information about the STAAR Test and ways to support students at home <b>Strategy's Expected Result/Impact:</b> More parents will be involved in the overall success of their children. <b>Staff Responsible for Monitoring:</b> Principal Title I Coordinator Tier II Leaders Wraparound Specialist <b>Action Steps:</b> STAAR Parent Meetings for parents to learn information about the STAAR Test and ways to support students at home.  <b>Title I:</b> 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Patricia Cook

Estimated number of students to be screened: 568

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Patricia Cook

Estimated number of students to be screened: 568

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

## 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

**Measurable Objective 1:** 100% participation by 3rd and 5th graders in fitness gram goals.

**Evaluation Data Sources:** BOY, MOY, EOY

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> PE Teacher works with 3rd and 5th grade students to help them reach their fitness gram goals. <b>Strategy's Expected Result/Impact:</b> This is designed to prevent obesity, and Type 2 diabetes by coordinating health education, physical education, physical activity nutritional services and parental involvement. <b>Staff Responsible for Monitoring:</b> Coach Larson, PE Teacher Erin Trent, Principal <b>Action Steps:</b> PE Teacher will track fitness gram goals and progress of each 3rd and 5th grade student. PE Teacher will provide Monthly physical and healthy eating calendars to the students and parents.  <b>Title I:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	The training will include data review, workstation building, lesson planning, development of instructional strategies, and planning guide review and released STAAR review

# State Compensatory

## Budget for 245 Stevens Elementary School

**Total SCE Funds:** \$109,943.14

**Total FTEs Funded by SCE:** 1.7

### Brief Description of SCE Services and/or Programs

Stevens ES will utilize State Compensatory Education funds to support teacher resources and assessment materials. We will also utilize these funds to hiring of staff to ensure student growth and academic gains.

## Personnel for 245 Stevens Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
GUTIERREZ, MELANIE DEANNA	Tchr, Fourth Grade	0.7
Vera, Linda Sharon	Tchr, Intervention (General)	1

# Title I

## **1. Comprehensive Needs Assessment (CNA)**

### **1.1: Comprehensive Needs Assessment**

Please see TitleICrate for the following documentation.

## **2. Campus Improvement Plan**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see TitleICrate for the following documentation.

### **2.2: Regular monitoring and revision**

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

### **2.4: Opportunities for all children to meet State standards**

Please see TitleICrate for the following documentation.

### **2.5: Increased learning time and well-rounded education**

Please see TitleICrate for the following documentation.

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

Please see TitleICrate for the following documentation.

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Please see TitleICrate for the following documentation.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**



Please see Title1Crate for the following documentation.

#### **4.2: Offer flexible number of parent involvement meetings**

Please see Title1Crate for the following documentation.

### **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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caleb White	Title I Coordinator	Stipend	0
Julianah Botwe	Kindergarten	Class Size Reduction	100
MENGISTU YEWONDWOSSE, ESTEDAR	Tchr,Interventn Math-Ttl1 Hrly	Math	100

# Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Erin Trent	Principal
Administrator	Julie Woods	Non-Classroom Professional
Parent	Coree Labbs	Parent
Community Representative	Jannica Palmer	Community Representative
Business Representative	Chris Harrison	Business Representative
Non-classroom Professional	Elsa Torres	Non-classroom Professional
Classroom Teacher	Courtney Oles	Teacher
Classroom Teacher	Sanguesa Martin	Teacher
Parent	Nicole Saegusa	Parent

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	1	Incentives	6300 - Supplies and Materials	\$1,500.00
<b>Sub-Total</b>						\$1,500.00

# Addendums

**2022-2023**

# **Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance**

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

**Campus Name** \_\_\_\_\_

**Campus Number** \_\_\_\_\_

## **SPECIAL REVENUE FUNDING GOALS**

**GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

**NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).**

**1. Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

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*Continued on next page....*

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.  
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

*Continued on next page....*

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** 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 the 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 campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

*Continued on next page....*



## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

### SPECIAL REVENUE FUNDING GOALS, continued

#### Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

#### Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

**Please note: All capital outlay requests must receive approval from TEA prior to purchase.**

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*Continued on next page....*

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



### ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

\*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

## 2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

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## SIP APPROVAL 2022-2023

School Name and Campus #: Stevens Elementary 245  
Principal Name: Erin Trent  
School Office: ESO2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9.29.2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Principal

Date

*Signatures below indicate review and approval of this document.*

PTO/PTA or other Parent Representative

Date

SDMC Teacher Representative

Date

School Support Officer/Lead Principal

Date

School Office Assistant Superintendent

Date

Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)  
(if applicable or still in use under grant contract)

Date