

# **Houston Independent School District**

## **220 Pleasantville Elementary School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

At Pleasantville Elementary School we exist to create a safe and nurturing learning environment where every child is given equal opportunity to develop a love of learning and experience success. Our mission is to inspire and support students in achieving their goals through high-quality educational experiences. Scholars are held to high expectations to propel them to their full potential academically, socially, mentally, and physically.

# Vision

Working together to build a positive culture of high expectations with a focus on student achievement. We will achieve this vision through excellence, efficacy, and empowerment.

# Value Statement

At Pleasantville Elementary our core values are:

Flexibility,  
Accountability,  
Compassion,  
Dedication,  
Growth,  
and Fun!

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Pleasantville neighborhood was officially established in 1948. The community attracted a wave of African American residents as it became one of the first areas where they could legally own a home. Residents became heavily involved with their community, forming a Pleasantville Civic Club League and a Garden Club, among many other community organizations that continuously improved the area. Although the deed restrictions limited the area of Pleasantville to residential purposes only, the lack of zoning in Houston allowed for encroachment of industrial buildings within proximity of the neighborhood. Industrial companies accelerated this encroachment after the finished construction of the I-610 highway that outlines the eastern border of the residential area. The resulting increase in traffic from the highway attracted more industrial establishments and several chemical plants.

Pleasantville Elementary School, an open enrollment Pre-K through fifth grade campus, was built in December of 1955. Our 2021 - 2022 enrollment was 270 students with an average class size of 18. Total enrollment has varied, with an increase or decrease of about 20 students over the last 3 years. Our ethnic demographics include 44% Hispanic, 53% African American, less than 1% white, and two or more races. 52% of our students identify as male and 48% as female. 21% of students are identified as English Language Learners, 11% as Special Education, 1% as Gifted and Talented, and 5% receive Dyslexia services.

At Pleasantville, 96% of our students are classified as economically disadvantaged, which has remained consistent over several years. The average rate of attendance was 96.8% before the COVID-19 Pandemic. Average daily attendance decreased to 90.2% during the 2020-2021 school year. For the 2021-2022 year, ADA increased slightly to 91.2%. Out of 316 Houston ISD students living in our school attendance zone, 30% are enrolled at other Houston ISD campuses. Of the 95 transfers out, 84% are Hispanic, while only 14% are African American. Additionally, it is estimated that 55 additional students in the Pleasantville zone are currently enrolled in other districts and charter schools such as KIPP & International Leadership of Texas. The 2021-2022 school year saw the opening of an IDEA Public Charter School campus within a 5-mile radius of our campus. The mobility saw a 12% increase to 32% in the 2021-2022 school year. The retention rate has increased to 1% in 21-22. 60% of our students are coded at-risk; however, there is a low percentage of discipline referrals. The suspension rate has increased to 1.2% this past year.

Special programs include English as Second Language (ESL), Gifted and Talented (GT), and the 21st Century After School Program with gardening, gaming, and more. Our Special Education programs include Behavior Support, Dyslexia services, Speech Therapy, and Inclusion Support.

Pleasantville parents and staff members are committed to preparing our students for the future by providing a culture that embraces college and career readiness as well as social-emotional learning.

### Demographics Strengths

Demographic strengths include the low number of discipline referrals and exclusionary practices. Also, though our enrollment is not at the desired level, it does provide us with small class sizes that allow for greater levels of individualized student support. Additionally, the low rate of teacher turnover allows for strong familial relationships and consistent community support and engagement. The pandemic forced the teaching staff to grow and innovate in ways that had not occurred to them previously. Finally, we have also increased the percentage of teachers that are ESL certified to ensure they are effectively supporting the language acquisition growth of our scholars.

## **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** 46% of the Hispanic population zoned to Pleasantville Elementary transfers out to other HISD schools causing a sizeable student enrollment, and therefore budget, shortage. **Root Cause:** Spanish-speaking parents have a negative perception of campus attitudes and demeanor with regard to customer service and language translation for parent information and meetings.

# Student Learning

## Student Learning Summary

Please see Addendum titled Student Achievement Data for graphs and tables.

Overall, Pleasantville Elementary shows significantly improved student achievement and growth over the 21-22 school year on all STAAR tests. There is still slightly stronger Reading performance than Mathematics on STAAR across all grades. The same trend can be seen in district formative assessments. 70% of all tests, up from 56% of tests reached the Approaches level, and 43%, up from 20% met the grade-level standard on all STAAR subjects. 56% of scholars achieved at the Meets level for Reading STAAR compared to 41% for Mathematics. Kindergarten through Grade 2 showed greater student performance and growth on CIRCLE, Ren360 Universal Screener, and Imagine Learning Benchmarks. Additionally, 80% and 68% of students met the required performance level on High-Frequency Word Evaluation in the second and first grades by the end of the year, respectively. The achievement gap on STAAR between our Hispanic and African American students closed this past year in Reading but still exists in Math and Science with Hispanic students outperforming African American students. especially at third grade. Pleasantville ES students met all but 2 Domain 3 targets including SPED and EB student performance and growth. We also increase TELPAS progress to 60% this past year to add to our Domain 3 performance.

In terms of growth, 92% of possible growth points were earned on Math and Reading STAAR. Though there is higher academic achievement related to Reading for the 2021 - 2022 school year, Academic Growth on Math STAAR reached 95% of possible points earned compared to 89% on STAAR Reading.

## Student Learning Strengths

Pleasantville ES students were close to meeting the goals set out at the start of the previous school year. Strengths include vast improvement in Mathematics performance compared to even pre-pandemic performance, especially at the Meets level. Also, Nearly 60% of students performed at the Meets level on STAAR Reading. While our Science performing is lagging behind Reading and Math, there was a 40% increase in students performing at the Approaches level.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Historically lower Mathematics performance on STAAR tests as compared to Reading across grade levels **Root Cause:** Professional development and intervention have focused on reading instruction with little focus on best practices or intervention for math instruction across all grade levels.

# School Processes & Programs

## School Processes & Programs Summary

Pleasantville Elementary has had a higher than usual turnover for this past school year. Our recruitment and hiring processes involve a hiring team that develops a candidate profile for vacancies that occur. The hiring team includes the administration team and partner teachers for the position available. Candidates are interviewed with a campus-designed rubric of questions selected by and for the hiring team. Our campus leadership is developed through administration and leadership team meetings, role-based professional development provided by the district, and appraisal calibrations with district personnel and our school support officer. Though our team is small, the roles are clearly defined, and expectations are reviewed through goal-setting conferences at the start of the year.

Developing a focused improvement plan began in the Spring semester when we reviewed the 21-22 School Improvement goals and progress on those goals. Grade level teacher teams and the administrative team identified instructional grows and glows, what worked well, and what needed improvement regarding the items we identified. We reviewed End of Year screener data and preliminary STAAR results to begin crafting our 22-23 School Improvement goals, measurable objectives, and action steps as a school team. In developing the goals, we determined what instruments would be used to measure progress, including district screeners, district, and campus-created formative assessments. Once our campus teams determined goals, the administration team, with SSO support, created a professional development plan that would drive us toward our goals, particularly in our high-need area, and prepare us to meet our scholars' social and emotional needs.

We are continuing to implement CHAMPS Positive Behavior System from Safe and Civil Schools to ensure a campus-wide classroom management system to provide an orderly, engaging, motivating, and more effective learning environment. Also, we are a recipient of funding for the 21st Century Afterschool program that allows for student enrichment and additional tutorial time.

We will continue to provide students with consistent access to blended learning opportunities. Students will engage with Canvas and various digital learning tools to support learning needs and multiple learning modalities. Our IT Representative will deploy class sets of devices to teachers during direct and small group learning settings.

Instructionally, we align our instruction to the TEKS using district curriculum documents such as the scope and sequence, pacing calendar, and unit planning guides. Additionally, we utilize Lead4Ward documents such as the Field Guides, Frequency Distribution, and IQ Release to plan instructional priorities. The 22-23 master schedule is strategically designed to protect PLC time weekly, allow for team planning and Intervention Assistance Team meetings, and provide ample time for multiple intervention opportunities during the school day.

## School Processes & Programs Strengths

The development of an emerging PLC culture, especially around data-driven instruction and instructional planning. This year, the process used to review data in teams and craft goals was especially valuable for the campus as we begin to grow in strategic planning for instruction. Effective technology implementation to support student instruction was also an area of campus pride in the past year.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Varying academic performance and classroom management issues across grades and content areas **Root Cause:** Lack of consistent, campus-wide professional development, classroom management, and instructional systems



# Perceptions

## Perceptions Summary

Historically, our students attend school daily. Prior to the pandemic, average daily attendance was as high as 97%. At the close of the 20-21 school year, the attendance rate dropped to 90%. In the 21-22 school year, attendance rose to 91.2%. Student behavior issues are minimal at Pleasantville. To ensure that we have efficient and effective classrooms, we are implementing CHAMPS as a positive behavior management system with support from the district SEL department. Additionally, our master schedule features at least 15 minutes of SEL instruction at the start of the day. For this block, teachers will utilize the Harmony curriculum in the primary grades and RethinkED in the upper grades. Teacher training and support will be facilitated by the school counselor. When students struggle with behavior, classroom teachers follow the specified campus plan. The plan includes implementing CHAMPS management strategies and classroom intervention strategies. If issues continue, students are referred to the school counselor and wraparound specialist to ensure student's emotional and non-academic needs are met. When students experience conflict, they are referred to the school counselor for conflict resolution and mediation.

Beginning teachers are supported by our Campus Induction Coordinator and an assigned mentor. New Teachers also receive support through coaching and development with their appraiser and PLC sessions. Overall, parents and the community view the school as a trusted, safe place to send their children and grandchildren to school. Many of our parents and grandparents attended school at Pleasantville in their youth. Parents are confident that their students are being appropriately educated and cared for while on campus. Additionally, parents feel welcome to consult with campus leadership about any concerns and believe that issues will be addressed positively and expediently. The only real barriers to community participation at this time are the pandemic and virtual events. Our community slowly moving to grasp engagement with technology. It is especially difficult for our grandparent community.

## Perceptions Strengths

Pleasantville Elementary is a trusted space in the community where area residents have attended school for generations. Teacher longevity has allowed parents and families to become accustomed to the staff and the school's expectations. Students enjoy being here and parents are actively engaged in their child's learning, especially as a result of the pandemic. Our facility's quality is in question to the community and try to compete with the new building of the various charter schools that are located in proximity to the neighborhood.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Pleasantville does not have a positive perception from native Spanish-speaking community members. **Root Cause:** Historically, Spanish communication from the school was non-existent. Few staff members are bilingual. Poor Customer service from "front of house" staff relating to Spanish-speaking visitors. Denial of the changing community demographics.

# Priority Problems of Practice

**Problem of Practice 1:** Historically lower Mathematics performance on STAAR tests as compared to Reading across grade levels

**Root Cause 1:** Professional development and intervention have focused on reading instruction with little focus on best practices or intervention for math instruction across all grade levels.

**Problem of Practice 1 Areas:** Student Learning

# 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)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

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

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## **Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

## **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
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent engagement rate

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

- Processes and procedures for teaching and learning, including program implementation
- 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:** 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 3 percentage points from 60% in Spring 2019 to 63% in Spring 2024

**Strategic Priorities:**






Expanding Educational Opportunities

**Measurable Objective 1:** Kindergarten students will perform above 60% On-Track for all subtests by Spring 2023 as indicated by the TX-KEA Assessment

**Evaluation Data Sources:** Texas KEA

Imagine Language and Learning Growth Reports

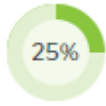




**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement HMH Reading Curriculum with fidelity including intervention and differentiation strategies provided within the curriculum. <b>Strategy's Expected Result/Impact:</b> Rising Kindergarten students should enter 1st grade equipped with the foundational literacy readiness to succeed. The percentage of 1st graders meeting expectations on the first HFWE administration should increase. <b>Staff Responsible for Monitoring:</b> Teachers Teacher Specialist Reading Interventionist Principal <b>Action Steps:</b> Refresher on HMH Into Reading Resource by publisher staff Administrator lesson plan reviews with feedback PLC At-Bats of direct instruction Exit Ticket tracking to monitor lesson effectiveness  <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
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 2:** 80% of 1st Grade and 2nd Grade students will show mastery of 80% or higher on High-Frequency Word Evaluation by EOY 2023

**Evaluation Data Sources:** HFWE Administrations  
Weekly Mini- HFW Assessments


**HB3 Board Goal**


Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Implement phonetic and multi-sensory teaching strategies while teaching students high-frequency words in a strategic order based on phonics lessons and ease of decodability in addition to spelling and using words in sentences.</p> <p><b>Strategy's Expected Result/Impact:</b> More students will master the high-frequency words sooner and retain them. Students will connect phonics instruction to words they are expected to know, apply phonics skills in real-time, and increase fluency and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist Teacher Specialist 1st and 2nd Grade Teachers</p> <p><b>Action Steps:</b> Sort &amp; organize the HFW list into groups Organize the high-frequency word groups to fit into phonics lessons so that the words are tied to spelling patterns being taught Assess student mastery of the HFW on a weekly basis Track student progress</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


**Measurable Objective 3:** 75% of 1st - 5th Grade students will show at least 1 year's grade level equivalent growth via Renaissance 360 Star Screening Report by EOY 2023


**Evaluation Data Sources:** Renaissance 360 Star Screener and Progress Monitoring Report  
RGR Data  
SRA Progress Monitoring


**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement HMH Reading Curriculum with fidelity as Tier I instructional resource and Really Great Reading as a Tier II instructional resource for in-class intervention. Implement SRA programing for Tier II and Tier III students in Reading Intervention Pull-out.  <b>Strategy's Expected Result/Impact:</b> Students will receive targeted and strategic reading instruction from research-based resources that a proved to improve students reading ability with proper implementation and fidelity. <b>Staff Responsible for Monitoring:</b> Reading Interventionist Teacher Specialist ELAR Teachers Principal <b>Action Steps:</b> Refresher PD on HMH Reading Curriculum Really Great Reading PD for all ELAR teachers Reading Mastery/Corrective Reading Training for Interventionist Diagnostic/Student Placement Assessments Implement curriculum and regular assessments to monitor student progress Student/Teacher progress confrences  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Reading Intervention Teacher - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$70,000	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished


 Continue/Modify


 Discontinue


**Measurable Objective 4:** The percentage of students performing at the Meets level in Grades 3-5 will increase from 56% to 60% on the STAAR Reading Assessment for the 2022-2023 school year.


**Evaluation Data Sources:** HISD DLA  
HISD STAAR Release  
STAAR Assessment Data  
TEA Interim Assessments


**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use strategically planned, data-driven first-time instruction and intervention with planning and content support from Houston A+  <b>Strategy's Expected Result/Impact:</b> Targeting specific student's skill deficits in a planned and strategic way with includes frequent assessment, monitoring, and tracking will allow teachers and students to see progress in real-time. Increased data points will increase teacher's ability to make data-informed decisions as they are planning for instruction and intervention opportunities. <b>Staff Responsible for Monitoring:</b> Principal Teacher Specialist Reading Interventionist Teachers <b>Action Steps:</b> Student Data Dive Build student data folders Teacher/Student Goal Setting Conferences In-class small-group instruction and intervention After-school tutorials with OnTrack Assessments Reteach Planning and Data PLCs District Formative Assessments Start CIA cycle again  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Funding Sources:</b> Houston A+ Coaches - 1991010003 - General Fund - Small School Subsidy - 6200 - Contracted Services - \$10,516, Teacher, 3rd Grade Reading - Sabrina Adams - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$19,500	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

**Goal 1: 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 10 percentage points from 40% in spring 2019 to 50% in spring 2024.

**Strategic Priorities:**






Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of students performing at the Meets level in Grades 3-5 will increase from 41% to 50% on the STAAR Mathematics Assessment for the 2022-2023 school year.

**Evaluation Data Sources:** STAAR Assessment Results

Formative Assessment Results






**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement frequent math PD for grades K-5 including PLC sessions with A+ Teacher Coaching. <b>Strategy's Expected Result/Impact:</b> Improved Tier I math instruction across grade levels. These sessions will build a culture of lesson rehearsal, sharing best practices, and collaborative planning with vertical alignment. With consistent instructional systems and expectations, student learning will increase <b>Staff Responsible for Monitoring:</b> Principal K-2 Math Lead Teacher 3-5 Math Lead Teacher <b>Action Steps:</b> Contact facilitators for planning Meet with facilitators to set goals and outcomes for PD Schedule topics and sessions Schedule campus walk with SSO and Math TDS or Elementary Math Department Designee Weekly Instruction and Data Monitoring Ad Hoc TDS support at need is identified  <b>Funding Sources:</b> Houston A+ Teacher Coach - 1991010003 - General Fund - Small School Subsidy - 6200 - Contracted Services - \$10,516		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 2:** 75% of 1st - 5th Grade students will show at least 1 year's grade level equivalent growth via Renaissance 360 Star Screening Report by EOY 2023

**Evaluation Data Sources:** Renaissance 360 Star Screening Report  
Renaissance 360 Star Progress Monitoring

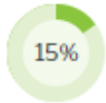




**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Math Intervention teacher will provide remediation instruction for Tier II and Tier II students <b>Strategy's Expected Result/Impact:</b> Implementation of manipulative, supplemental aids, and support implementation of strategies and best practices <b>Staff Responsible for Monitoring:</b> Principal Houston A+ Coaches <b>Action Steps:</b> Assess students Repeat cycle  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Math Intervention Teacher - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$82,000		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Measurable Objective 3:** 100% of students will pass at least 30 Imagine Math Lesson prior to STAAR 2023

**Evaluation Data Sources:** Imagine Math Usage Reports  
Imagine Math Performance Reports

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will engage with Imagine Math during workstations in class and also during ESSER Funded Math Interventions. <b>Strategy's Expected Result/Impact:</b> Increases in student growth and performance measures <b>Staff Responsible for Monitoring:</b> Classroom Teachers Math Interventionist Principal <b>Action Steps:</b> Determine intervention schedule Set expectations around Imagine Math use during workstation rotations Implement off-grade level pathways for intervention students Monitor Student usage and lesson completions  <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>  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: SCHOOL PROGRESS** 100% of students will participate in at least one event related to career exploration and or middle school readiness

**Strategic Priorities:**






Expanding Educational Opportunities

**Measurable Objective 1:** 100% of PK-2 Students will participate in at least 3 Career Readiness Department Story Time events

**Evaluation Data Sources:** Teacher Lesson Plans

Classroom Observations

Attendance Records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Counselor will support PK-2 classes in planning and scheduling for participation in live virtual events <b>Strategy's Expected Result/Impact:</b> Students will be exposed to more read-alouds as well as learn about careers that might interest them. <b>Staff Responsible for Monitoring:</b> Counselor Classroom Teachers <b>Action Steps:</b> Schedule Story time events Inform teachers Review Lesson plans and assessment calendars  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Measurable Objective 2:** 100% of 5th-grade students will participate in Holland Middle School virtual 6th grade and Project Explore recruitment events.

**Evaluation Data Sources:** Attendance Data

**Measurable Objective 3:** All 5th grade classes will participate in these feeder pattern recruitment opportunities to expose them to and get them excited about the opportunities at Holland MS.

**Evaluation Data Sources:** Event Attendance Data

Middle School Enrollment data



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

**Goal 1: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase from 25% to 30% by spring 2024

**Strategic Priorities:**  
Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of students receiving special education services reaching the Approaching Grade Level Standard on the STAAR 3-5 Reading assessment will increase from 42% to 50% in spring 2023.

**Evaluation Data Sources:** STAAR Results  
HISD DLA  
HISD STAAR Release

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: SPED Resource and BSC teachers will train and collaborate with Gen Ed teachers in grades 3-5 during professional development and PLCs. PD will include all training attended by the ELAR and Math Gen Ed teachers including Vontoure and Really Great Reading. The resource teacher will also push in to 4th and 5th grade classes to service				

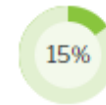
students.

**Strategy's Expected Result/Impact:** Increased content knowledge for the SPED team and the opportunity for collaboration. This will be imperative for our scholars growing , engaging, and being motivated to learn. SPED students should begin to see gains and perform closer to their Gen Ed peers.

**Staff Responsible for Monitoring:** Principal  
Teacher Specialist  
SPED Program Specialist

**Action Steps:** Generate master schedule around SPED needs  
Plan SPED Teacher schedules to include collaboration with Gen Ed  
Provide opportunities for PD with  
Set clear expectations and support with systems and routines  
Frequent monitoring, coaching, and feedback  
PLC participation with a program specialist  
At-bats with Gen Ed teachers  
Repeat Cycle

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



No Progress



Accomplished








Continue/Modify



Discontinue

**Measurable Objective 2:** 50% of students receiving special education services will show at least 1 year's grade level equivalent growth via Renaissance 360 Reading by EOY 2023

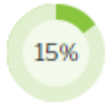




**Evaluation Data Sources:** Renaissance 360 Star Screener and Progress Monitoring Report

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement Push-in/Inclusion reading services by the resource teacher for in-class reading support for grades 3-5 <b>Strategy's Expected Result/Impact:</b> Students will receive more time receiving on-grade level instruction and exposure to high-quality instructional strategies <b>Staff Responsible for Monitoring:</b> SPED Teacher SPED Dept. Chair Principal Classroom Teachers <b>Action Steps:</b> Hold Review ARDS to modify service models Create resource teacher schedule Inform teachers of SPED push-in support schedule Modify/review resource teacher schedule RReview students PM and formative assessment data  <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
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

**Measurable Objective 3:** 100% of students receiving special education services will complete 30 teacher-guided hours on Imagine Math

**Evaluation Data Sources:** Imagine Math usage reports



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Math intervention and tutorial for these students will include using imagine math as a teacher-guided learning material to ensure students get the full value of the resource for additional practice <b>Strategy's Expected Result/Impact:</b> Increase students success and progress on Imagine Learning <b>Staff Responsible for Monitoring:</b> Classroom Teacher Principal SPED Resource Teacher SPED Chair <b>Action Steps:</b> Introduce SPED Resource teacher to Imagine Learning Resource teacher attends Imagine Learning PD Collaborates with classroom teachers to track and monitor student progress Works with students during identified times to meet usage 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
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

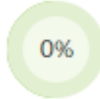




**Goal 1: ATTENDANCE** The average rate of attendance will increase from 91.2% to 98% at the end of the 2022 - 2023 school year.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of absent students daily will be personally contacted by campus staff to discourage absenteeism and encourage parents to provide documentation or bring students to school.

**Evaluation Data Sources:** Weekly ADA Percentage

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The attendance clerk and the Wraparound specialist will work with the clerical staff to call parents of students when they are tardy daily. Attendance and incentives will be awarded to homerooms that have the highest attendance. SAFs will be submitted for students after being tardy 3 times.  <b>Strategy's Expected Result/Impact:</b> ADA percentage will increase. This will improve academic outcomes for students because they will be receiving more instruction and more intervention time to close gaps. <b>Staff Responsible for Monitoring:</b> Wraparound Specialist Attendance Clerk Principal <b>Action Steps:</b> Set Attendance Goal Communicate goal to attendance committee members Develop a system for collecting student tardy and absence information Assign staff members groups of students to contact daily for attendance purposes Implement an Attendance board as a visual tracker for staff and students Update the board monthly and meet with the attendance committee at least monthly Communicate with parents the importance of attendance Attendance committee home visits.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Goal 2: DISCIPLINE** By the end of the 2021 - 2022 school year the number of suspensions will decrease from four to zero.

**Strategic Priorities:**






Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of teachers will implement the CHAMPS Positive Behavior Management system and implement the campus discipline plan with fidelity.

**Evaluation Data Sources:** Counselor Referrals

IAT Referrals - Behavior

Administrative Referrals

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement and monitor campus-wide systems and routines around classroom management, behavior, and intervention.  <b>Strategy's Expected Result/Impact:</b> Standardized behavioral expectations and routines across the campus will provide a common language for behavior and how we address it. <b>Staff Responsible for Monitoring:</b> Principal Specialist Counselor Wraparound Specialist <b>Action Steps:</b> Provide CHAMPS Training to Staff Provide Discipline plan training Counselor and Wraparound schedules in-class observations Review Management Plans Set expectations for signage and explicit instruction Monitor the first 30 days of instruction for teaching and modeling Reiterate the need to reteach and address misbehavior in an appropriate way  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Goal 3: VIOLENCE PREVENTION** The number of students involved in accusations of bullying will be less than five for the 2022-2023 school year

**Strategic Priorities:**






Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** By the end of the 21-22 school year, the Counselor will have lead 5 SEL/Character building lessons in each homeroom.

**Evaluation Data Sources:** Harmony and RethinkED Reports

Counselor weekly schedule

Teacher Feedback forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Counselor will use district provided resources to ensure that students receive high-quality support in building character and social skills  <b>Strategy's Expected Result/Impact:</b> Students will be more familiar with the school counselor and have a stronger rapport. Students, especially those that have been virtual or never attended school, will have support with social development and expectations for school.  <b>Staff Responsible for Monitoring:</b> Counselor Principal  <b>Action Steps:</b> Meet with counselor Review curriculum and student needs Pre-schedule classroom visitation Calendar visits Execute visits Send and review teacher/student feedback forms  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 4: SPECIAL EDUCATION** The percentage of students receiving special education services reading at or above the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase from 25% to 30% in spring 2023.

**Strategic Priorities:**






Transforming Academic Outreach

**Measurable Objective 1:** 80% of students receiving Special Education services will show 1 grade level equivalent growth on Renaissance 360 math and reading screeners by EOY assessment 21-22.

**Evaluation Data Sources:** STAAR

Ren360

District Formative assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SPED Resource and BSC teachers will train and collaborate with Gen Ed teachers in grades 3-5 during professional development and PLCs to improve practices around specially designed instruction and effective implementation of IEPs</p> <p><b>Strategy's Expected Result/Impact:</b> SPED students will show greater levels of success and knowledge of how to utilize supplemental aids. SPED students will also be observed showing great engagement in learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher Specialist Program Specialist</p> <p><b>Action Steps:</b> Provide teachers IEPs Review IEPs with Gen Ed and SPED teachers Plan for collaborative time for teacher planning Implement push in schedule for resource teacher Monitor and Assess student learning Review data and adjust</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 5: SPECIAL POPULATIONS** The percentage of students progressing at least one proficiency level as measured by the TELPAS will increase from 60% to 65% by the Spring of 2023

### Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






**Measurable Objective 1:** 60% of first through fifth grade EL students will demonstrate growth of at least one level in each language domain by the Spring of 21-22.

**Evaluation Data Sources:** Summit K-12 Listening and Speaking Data

HISD ELD Data

Student Writing Portfolios

District Reading and Writing Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 100% of ELAR teachers and the intervention teacher will implement Summit K-12 TELPAS Listening and Speaking practice into intervention or small group instruction with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Noticeable improvement in student's ability to read, write, listen and speak in English. Improvement in student performance on TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Specialist/Sheltered Instruction Coach Interventionist Principal</p> <p><b>Funding Sources:</b> Summit K-12 TELPAS Listening and Speaking - 1991010006 - General Fund - Bilingual - 6200 - Contracted Services</p>				
<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 6: PARENT and COMMUNITY ENGAGEMENT** In collaboration with the HISD FACE department, develop a Parental Action Committee to support and engage English and Spanish-speaking community members with the school's outreach efforts.






### Strategic Priorities:

Expanding Educational Opportunities

**Measurable Objective 1:** 100% of parent and community events will be publicized in Spanish and feature native language support during the events from teachers and staff to increase parent involvement and trust.

**Evaluation Data Sources:** Parent Sign-In sheets

Parent and Family Engagement surveys

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 100% of teachers will utilize ClassDojo, which features and translation option for parents to promote class and campus information and events. <b>Strategy's Expected Result/Impact:</b> Increase parent knowledge of and involvement in campus activities and virtual events. <b>Staff Responsible for Monitoring:</b> Principal Title I Coordinator <b>Action Steps:</b> Set ClassDojo Expectations Monitor teacher implementation Join teacher classes Monitor social media for parent engagement Ensure all campus communications are in both languages  <b>Title I:</b> 2.4, 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

### **Goal 7: MANDATED HEALTH SERVICES**

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

#### **Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1: IMMUNIZATION MONITORING**, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Betty Reed-Chenier

Estimated number of students to be screened: 265

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, 2022.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Betty Reed-Chenier

Estimated number of students to be screened: 210

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

**Measurable Objective 3: HEARING SCREENING** at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Betty Reed-Chenier

Estimated number of students to be screened: 210

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

**Measurable Objective 4: TYPE 2 DIABETES SCREENING** at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Betty Reed-Chenier

Estimated number of students to be screened: 120

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

**Measurable Objective 5: SPINAL SCREENING** at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.



**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Betty Reed-Chenier - School Nurse

Estimated number of students to be screened: 0

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 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

**Evaluation Data Sources:** PERSON RESPONSIBLE: Betty Reed-Chenier - School Nurse, Rosa Watson - Receptionist, Teresa Norris - Teacher Assistant

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Betty Reed-Chenier

Number of AEDs on campus: 2

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

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

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

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 90% of students will show mastery of 80% or better on District Pre-Approved Assessment by the end of the 2021-2022 School year

**Evaluation Data Sources:** Report Card Grades

Progress Report Grades

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

**Goal 9:** OTHER UNMET The percentage of 5th grade students performing at the Meets Grade level standard on STAAR Science will increase from 14% to 30% for the 21-22 school year






**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** 60% of 5th grade students will show mastery of 70% or better on TEKS assessed through Summit K-12 by the end of the 21-22 school year

**Evaluation Data Sources:** Summit K-12 Science & STAAR Review

STEMScopes Science Curriculum

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 5th grade science teacher will implement with fidelity the Summit K-12 resource and assessments along with providing additional opportunities form practice and instruction via STEMScopes curriculum and hands-on learning opportunities via lab experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement and content retention. High-quality practice for students and data to drive instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Rogers Science Teacher</p> <p><b>Action Steps:</b> Purchase materials Train Teacher on Software Work with HISD science to prepare lab Provide teacher support for lab planning and execution Provide feedback and modeling via HISD TDS</p> <p><b>Title I:</b> 2.4</p> <p><b>Funding Sources:</b> Summit K-12 Science and STAAR Review - 1991010003 - General Fund - Small School Subsidy - 6200 - Contracted Services, STEMScopes Science Curriculum - 1991010003 - General Fund - Small School Subsidy - 6200 - Contracted Services</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for 220 Pleasantville Elementary School

**Total SCE Funds:** \$37,749.00

**Total FTEs Funded by SCE:** 1

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

25% of 3rd Grade Teacher, Sabrina Adams's salary

## Personnel for 220 Pleasantville Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sabrina Adams	Teacher, 3rd Grade	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Pleasantville Elementary School is a Pre-K through fifth grade campus, built in December of 1955 and dedicated on March 1, 1956. The total enrollment at Pleasantville is 249 students with 20 teachers on staff. Our student population consists of 62% African American and 36% Hispanic, of which, 20% are English Language Learners. 60% of our students live in homes located inside the neighborhood with 10% transported by bus from Clinton Park, a neighboring community. At Pleasantville, 96% of our students are classified as economically disadvantaged, which has remained constant over the past five years. The average rate of attendance increased slightly post-pandemic to 91.2%. The mobility rate has slowly increased to 30%.

Pleasantville is a 21-22 TEA A-Rated Campus with 5 Distinctions. Our academic growth has continued to improve each year. The campus earned a scale score of 96 for School Progress. The campus met 12 out of 14 Domain 3 targets for Academic achievements, exceeding all targets in Reading. Also, 7 out of 7 targets were exceeded for Growth in Math and Reading. While Pleasantville has shown tremendous growth over the last school year, there is an area of opportunity that still exists in Math performance. The 21-22 school year saw an increase in Domain 3 Math targets met from 2 to 5 out of 7. Still more than half of the students grades 3 - 5 are not performing at the Meets Grade Level Standard. Additionally, the TELPAS target was met with a 60% TELPAS progress rate. The last two years we have focused on implementing a data-driven culture. We will build on that momentum and turn some of our focus to Instructional Planning for the 22-23 school year.

Measurable objectives for the 2021-202 school year include:

- Kindergarten students will perform above 60% On-Track for all subtests by Spring 2023 as indicated by the TX-KEA Assessment
- 75% of 1st Grade and 85% of 2nd Grade students will show mastery of 80% or higher on High-Frequency Word Evaluation by EOY 2023
- The percentage of students performing at the Meets level in Grades 3-5 will increase from 56% to 60% on the STAAR Reading Assessment for the 2022-2023 school year.
- The percentage of students performing at the Meets level in Grades 3-5 will increase from 41% to 50% on the STAAR Mathematics Assessment for the 2022-2023 school year.
- The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase from 25% to 30% by spring 2023

Major initiatives to meet our goals and objectives feature a partnership with Houston A+ Challenge focusing on teacher coaching in content knowledge, lesson delivery, and instructional strategies for Reading Language Arts and Mathematics grades 2 through 5. Also, ongoing PD and support in planning high-quality first-time instruction based on the Get Better Faster framework. We will continue to implement TELPAS intervention in the daily schedule and will administer ELDs. Lastly, we will continue to engage in deep work to build the capacity to plan aligned, differentiated, high-quality instruction.

## 2. Campus Improvement Plan

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

The CIP is developed with the involvement of parents and:

Principal - Samyra Rogers

Teacher Specialist - Marlena Baity

Counselor - Tamela McGregor

IAT Chair & Reading Interventionist - Deshunda Whitehead Loft

Math Interventionist - Judieth Thompson

SPED Chair - Lisa Davis

Community Member - Cheryl Willis

Community Member - Bridget Murray

Parent - Cleopatra Vaughn

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

1. Renaissance 360 Universal Screener
2. iReady Assessments in Math and Reading
3. Summit K-12 TELPAS Program
4. Summit K-12 Science program
5. District Math Formative Assessments
6. Corrective Reading intervention resources

To revise and improve these strategies, the admin team will meet to discuss observations and review data on a weekly basis. The leadership team, which includes the counselor, wraparound specialist, and IAT chair to combine IAT progress monitoring, At-Risk meetings, and Student at the center meetings to maximize resources and problem solving.

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

The campus plan is available in English and Spanish.

Translated versions are available to parents and community members via the campus website and are available on campus.

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

- Teachers will use the various resources and tools to provide students with multiple opportunities to interact with STAAR 2.0 - like problems. Teachers will use the data gathered to tailor small group and after-school tutorials to student needs
- Corrective reading and intervention progress monitoring data will be used to monitor students' progress and assist classroom teachers with individualized instruction.

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

- School attendance is tracked for each grade level on a weekly basis, and grade levels receive a party for being in the attendance lead. Wraparound makes daily calls to students that are tardy/absent
- Master schedule and daily schedules are consistent to ensure that all contents receive maximum instructional minutes. A/B daily schedules are in place to ensure that students do miss learning minutes due to ancillary and traditions more than another group of students
- SEL time is built into the master schedule daily to ensure that students are receiving social skills education. CHAMPS is the campus behavioral system for consistent language and expectations.
- The school counselor regularly visits each homeroom to ensure that students receive SEL and college and career education.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of dropping out include the following:

- Building teacher capacity in their content areas and pedagogical practices: Planning, Practice, and Data PLC's & Professional Development opportunities
- High quality 1st time and direct, explicit instruction taking place in all content areas: Teachers follow the 5E and Gradual Release model
- Small Group Instruction based on student data needs: Targeted Intervention
- Implementation of digital platforms to prepare students for STAAR 2.0 beginning as early as 1st and 2nd grade
- Inclusion support for SPED students by the resource teacher
- EL Interventions built into the master schedule

## **3. Annual Evaluation**

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

- STAAR Assessments
- TELPAS Assessments
- TEA Interim Assessments
- District Math DFAs
- iReady and Standards Mastery assessments for Reading and Math
- Discipline data
- Attendance data and trends
- Ren36 Universal screener
- CIRCLE data
- HFW Evaluation Data
- Benchmark Running Records
- Summit K-12 TELAS and Science data

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

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

The Parent and Family engagement policy is located on the school website and distributed to all families via the parent & student handbook

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

Title I Parent Meeting Dates:

1. September 22, 2022 & September 27, 2022
2. December 15, 2022 & December 20, 2022
3. January 26, 2022 & January 31, 2022
4. March 23, 2022 & March 28, 2022

## **5. Targeted Assistance Schools Only**



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deshunda Loft	Tchr,ClassSize Reduct Gen-Ttl1	Reading Intervention	1

# Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Samyra Rogers	Principal
Classroom Teacher	Patricia Allen	2nd Grade Teacher
Classroom Teacher	Tanisha Owens	KindergartenTeacher
Community Representative	Bridgette Murray	
Community Representative	Cheryl Willis	
Non-classroom Professional	Marsha Johnson	Administrative Assistant
Parent	Cleopatra Vaughn	
Parent	Shannon Ramirez	
Non-classroom Professional	Tamela McGregor	School Counselor
Classroom Teacher	Lisa Davis	BSC Teacher/SPED Chair
Business Representative	Shari Bhims	Owner, Rievents Etc./Attorney At Law

# Campus Funding Summary

1991010003 - General Fund - Small School Subsidy						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	1	Houston A+ Coaches	6200 - Contracted Services	\$10,516.00
2	1	1	1	Houston A+ Teacher Coach	6200 - Contracted Services	\$10,516.00
5	9	1	1	STEMScopes Science Curriculum	6200 - Contracted Services	\$0.00
5	9	1	1	Summit K-12 Science and STAAR Review	6200 - Contracted Services	\$0.00
Sub-Total						\$21,032.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	1	Teacher, 3rd Grade Reading - Sabrina Adams	6100 - Payroll	\$19,500.00
Sub-Total						\$19,500.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1	Summit K-12 TELPAS Listening and Speaking	6200 - Contracted Services	\$0.00
Sub-Total						\$0.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	1	Reading Intervention Teacher	6100 - Payroll	\$70,000.00
Sub-Total						\$70,000.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	1	Math Intervention Teacher	6100 - Payroll	\$82,000.00
Sub-Total						\$82,000.00