

Houston Independent School District
289 Clemente Martinez Elementary School
2022-2023 Campus Improvement Plan



Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problems of Practice	10
Comprehensive Needs Assessment Data Documentation	11
Board Goals	12
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.	13
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.	14
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.	16
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.	17
Board Goal 5: N/A - Additional Campus Goals	19
Targeted Support Measurable Objectives	29
State Compensatory	30
Budget for 289 Clemente Martinez Elementary School	31
Title I	31
1. Comprehensive Needs Assessment (CNA)	32
1.1: Comprehensive Needs Assessment	32
2. Campus Improvement Plan	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	32
2.5: Increased learning time and well-rounded education	32
2.6: Address needs of all students, particularly at-risk	33
3. Annual Evaluation	33
3.1: Annually evaluate the schoolwide plan	33
4. Parent and Family Engagement (PFE)	33
4.1: Develop and distribute Parent and Family Engagement Policy	33
4.2: Offer flexible number of parent involvement meetings	34
5. Targeted Assistance Schools Only	34
5.1: Determine which students will be served by following local policy	34
Title I Personnel	34
Addendums	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Clemente Martinez is located at 901 Hays Street in the Near Northside of Houston in close proximity to downtown. We are a neighborhood school that was originally built to house the overflow of students from nearby Looscan Elementary. Our school bears the name of Clemente Martinez, the first Hispanic Principal in the Houston Independent School District. Clemente Martinez Elementary School sits on a prominent lot of approximately 8 acres of land.

Our programs include Two-Way Dual Language, ESL, Gifted/Talented, Special Education, HB4545 - Accelerated Learning, Early Childhood Special Education (ECSE), Dyslexia Reading by Design, and Level-Up. We serve Pre-K3- 5th-grade scholars.

Our student population consists of:

- 29.9% Emergent Bilingual
- 10.8% SPED
- 2.3% GT
- 54.9% Hispanic
- 43.8% African American
- 99% economically disadvantaged
- 12.5% homeless

As of the 2021-2022 school year, our staff serves as a community of 304 scholars of which 48% are females and 52% are males. The average class size is 22 students. Student to teacher ratio is 22 to 1. The attendance was 88.1% for 2021-2022, 87.3% for 2020-2021, 94.5% for the 2018-2019 school year. Due to COVID-19, the attendance in 2021 was the lowest it has been in the last three years. The Wraparound Specialist and counselor conducted home visits to ensure students are coming to school.

Our community is mostly made up of income-based apartments and single-family homes with multiple children. Some families are recent immigrants. The neighborhood is majority African American and Hispanic. The majority of our families are low-income; they require government assistance in regard to basic needs such as housing, food, and clothing. Our stakeholders include parents, staff, and community members.

Demographics Strengths

Our campus is located off the Metro redline in close proximity to Downtown Houston, the Museum District, Carnegie Neighborhood Library, Moody Park Community Center, Ave, Legacy Community Health and Mission Centers of Houston, and Wesley Community Center. Our community leaders have worked tirelessly to make the area surrounding our school safer for our students who walk to and from school. Our school is located on 8 acres of land. Students participate in fine arts education through art enrichment and Hopestone and SEL during Mindfulness Mondays and daily announcements. For the 2022-2023 school year, we will have CIS (community in schools) as well as after-school programs. We also have a Wraparound Specialist and a full-time counselor.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Students miss instructional time due to low attendance. **Root Cause:** There is a lack of parental involvement and student motivation - the continuous cycle of poverty.

Problem of Practice 2: Student misbehavior affects the learning environment. **Root Cause:** There are inconsistent and misaligned consequences between home and school leading to a lack of structure.

Student Learning

Student Learning Summary

The overall rating of Clemente Martinez for the 2021-2022 school year is a B. Students participated in campus-based assessments, district, and state exams. Compared to other A180 schools, C. Martinez was 9 out of 29 for EOY Ren360 Math and 7 out of 29 for EOY Ren360 Reading. In grades 3-5, our scores on Snapshot, DLA, and State released tests were similar to or higher than the district's average score.

The 2022 STAAR test results are listed below:

Reading Overall

Students Status	Percentage
Masters Level	18%
Meets Level	41%
Approaches Level	72%
Did Not Meet	28%

Math Overall

Students Status	Percentage
Masters Level	11%
Meets Level	34%
Approaches Level	65%
Did Not Meet	28%

Science

Performance Levels	Percentage
Masters Level	7%
Meets Level	19%
Approaches Level	60%
Did Not Meet	40%

Student Learning Strengths

Students showed significant growth in campus and district assessments since the beginning of the school year. Our campus had two instructional focus areas: consistent implementation of the problem of the day in math and effective read-alouds during the reading block. During STEM lessons, students participated in hands-on learning and the use of math manipulatives.

Teachers responded to data promptly by completing the data protocol and a reteach plan after every relevant assessment. In addition, they participated in data conferences and weekly

professional development in PLC and Extended Wednesday PD. Exit tickets were utilized to drive Tier I instruction. Teachers successfully implemented the gradual release model in reading and math to ensure quality Tier I instruction occurred daily. Every classroom was equipped with a Cleverboard to integrate technology into daily lessons. Students participated in rigorous workstations and differentiated small group instruction daily. Teachers identified scholars needing intervention and provided tutorial support in 1st-5th grade. Students who failed previous STAAR tests were pulled for small group instruction relating to HB4545. Tier 3 students in Pre-K-3rd participated in small group pull-outs provided by tutors. All students were progress monitored. Gifted and Talented students participated in Odyssey of the Mind to encourage critical thinking and problem-solving. Emergent Bilingual students are a part of a Two-Way Dual Language Program to promote biliteracy. Our campus met our growth measure for TELPAS, STAAR Reading, and STAAR Math.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students who were chronically absent missed the majority of grade-level content. **Root Cause:** Teachers do not have sufficient time to reteach students who are consistently absent.

Problem of Practice 2: Student behavior affected instructional time, and the consequences for behavior infractions were inconsistent. **Root Cause:** The lack of personnel led to a disorganized system of communication regarding behavioral expectations and consequences.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by finding the potential in teachers, department chairs, and campus instructional coaches. Each leadership role is defined in the administrative handbook and organization. Teachers and leaders attend professional development related to their core subject through Region IV, the district, and campus-based trainings.

In order to develop a focused improvement plan, the leadership team comes together and goes through diagnostic exams, snapshots, DLA, and released exams. The team goes beyond the data by reviewing it, internalizing it, and addressing the root cause. We track progress towards intended outcomes or performance objectives by analyzing our SIP goals and strategies during administrative and leadership team meetings.

In order to plan for PD, we complete a comprehensive needs assessment that goes over data from previous years. We determine weaknesses and need to formulate plans to address the deficits and problems of practice. In addition, we elicit teacher feedback to strategically plan PLCs that target our instructional focus. Teachers conduct professional development during PLCs as well as data digs. Teachers follow the district curriculum aligned to the TEKS using a year-long scope and sequence. Lesson plans follow the gradual release model with daily objectives, pre-planned CFUs, and intervention. Technology is integrated into the classroom through the use of the Cleverboard. Teachers utilize it to teach the content, display information, engage students to check for understanding, and explain their thinking.

In 3rd through 5th grade, the master schedule accounts for uninterrupted instruction. We ensure equitable services for all students by providing them with counseling, tutorials, intervention, and wrap-around services. Students entering middle school had the opportunity to participate in transition activities.

One of the findings related to classroom management found that teachers sent students to the office for Level 1 infractions. Level 1 infractions should be handled by the teacher. Students should only be sent to the office for a Level 3 infraction or repeated Level 2 offenses.

We provide the following programs aligned with our vision and mission: Coda, Hopestone, Counselor, Wraparound services, tutoring from The Literacy Group, and Girl Scouts. Students were given an opportunity to meet challenging academic standards during Tier 1 instruction, tutorials, accelerated learning, intervention pull-outs, intervention within the classroom, Saturday tutorials, and afterschool tutorials. Furthermore, students report to the computer lab for intervention during enrichment times. The data related to SPED (11%), EBs (30%), dyslexia, and GT students (2%) dictates the personnel necessary to support each subgroup. Our personal technology plan for students is for to have a 1:1 ratio with computers. They will use Imagine Math, Imagine Literacy, and Canvas to create their personal pathway for individualized learning. Some significant challenges are transportation and parent communication. Parents struggle with providing basic health needs such as vaccines, eye exams, and dental care. Because of this, parents would benefit from a resource room that includes technology and other resources.

The stakeholders involved include teachers, parents, and other SDMC members. In the meetings, we present information and come to a consensus as a community.

School Processes & Programs Strengths

Our most powerful strength is the ability to recruit qualified teachers and the communication of our leadership team. We have Hopestone, a wraparound specialist, counselor, volunteers from St. Mark's, Level Up, and Coda to support student learning and increase student achievement. In addition, we place teachers in pivotal leadership roles to support the vision and mission of the campus.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We have a limited number of afterschool programs. **Root Cause:** There was a loss of funding to programs that provide services and a lack of parental

involvement.

Perceptions

Perceptions Summary

Clemente Martinez is an improvement required (IR) campus. In the 2021-2022 school year, we received a B rating overall. At Clemente Martinez, we have a higher attendance absent rate among our African American students in comparison to our Hispanic students. Our school also has a trend of a higher number of African American students with behavioral issues and disciplinary patterns. Our school has implemented SEL/Hopestone mentorship program, a Police Officer mentorship program, Girl Scouts, and Counseling Services to assist with conflict resolution. Our goal for the 2022-2023 year is to monitor our programs closely to determine the program's effectiveness.

Our staff turnover rate for 21-22 was 11% compared to 29% in 20-21. Two out of 18 teachers left this school year, one teacher retired and one resigned due to medical reasons. At Clemente Martinez, parent participation is collected through sign-in sheets for every program and through Social Media (Class Dojo, Instagram, Twitter, and FaceBook), and principal call-outs. Our school consults with community members and parents through quarterly SDMC meetings, Coffee with the Principal, Literacy Night, Spooky Math and Science Night, Meet the Teacher, Open House, STAAR Night, Award Ceremonies, and FACE programs. There are a variety of barriers that prevent participation by our parents such as their personal school experiences, work schedule, and/or language barrier. SEL and School Environment Survey results show our students struggle with regulating their emotions; however, they feel a sense of belonging at school and feel their teachers are helpful and engaging. At Clemente Martinez, we engage all stakeholders in our vision, mission, goals, strategies, and values that focus on a safe environment with high expectations. We always welcome visitors and are open to feedback and suggestions in order to better our school perception.

Perceptions Strengths

With COVID restrictions being lifted our school has seen an increase in parental and community involvement. All students involved in our extracurricular programs have shown an increase in motivation and have broadened their horizons outside their community. Our parents' participation has increased tremendously through the use of technology platforms. Our teacher retention rate has improved from previous years which benefits familiarity among our teachers, students, and parents.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents and students perceive school in a negative light based on their own personal experiences. **Root Cause:** In the past, the school has not met the needs of all students and parents.

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 June 2023, 3rd-5th grade students taking the Reading STAAR will increase from 72% approaches to 79%, 41% Meets to 56%, and 18% Masters to 25%.

Measurable Objective 1: Teachers will implement RLA block with fidelity.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Pre-K through 5th-grade teachers will prepare for quality Tier I instruction using rigorous, STAAR-aligned resources and participating in vertical planning sessions every other grading cycle. Strategy's Expected Result/Impact: Teachers will share and implement best practices. Staff Responsible for Monitoring: Marion Harvey, Alejandro Lopez Action Steps: Admin will use the fall and spring calendar to determine dates for planning. Department chairs will assist in creating the planning session agenda. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use QSSSA as part of our instructional priority of writing across the content to check for understanding. Strategy's Expected Result/Impact: Teachers will use formative assessments throughout the lesson to monitor and adjust instruction. Staff Responsible for Monitoring: Marion Harvey, Alejandro Lopez Action Steps: Teachers participated in professional development around QSSSA, sentence starters, and structured conversation. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
Strategy 3: Pre-K through 5th-grade teachers will provide small group instruction to all students. Strategy's Expected Result/Impact: Students will improve their reading levels and scores. Staff Responsible for Monitoring: Marion Harvey, Alejandro Lopez Action Steps: Teachers will use data to create small groups. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Teachers will conduct effective Read Alouds using think-alouds, previewing vocabulary, thinking jobs, and turn and talks. Strategy's Expected Result/Impact: Teachers will engage scholars in grade-level material. Staff Responsible for Monitoring: Marion Harvey, Alejandro Lopez Action Steps: Admin will provide ongoing trainings to teachers on conducting an effective Read Aloud.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: By June 2023, 3rd-5th grade students taking the Math STAAR will increase from 65% approaches to 70%, 34% Meets to 48%, and 11% Masters to 20%.

Measurable Objective 1: Effective Eureka Math implementation with 100% of our teachers. Teachers will focus on writing through pre-planned leveled CFUs for students to make inferences, justify their thinking, and synthesize what they've learned resulting in high-quality written responses.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Math Specialist and CIC will conduct Eureka Math PLCs every other Wednesday and Eureka Math Learning Labs every Tuesday. Strategy's Expected Result/Impact: Teachers will have a deeper understanding of content and their performance level. Staff Responsible for Monitoring: Lisa Rice, Alejandro Lopez Action Steps: Specialist and CIC will explain teacher expectations, and provide them with structured support to hone the lesson. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use QSSSA as part of our instructional priority of writing across the content to check for understanding. Teachers will implement a consistent, well-communicated strategy for holding students accountable for completing work daily to the best of their ability such as fluency, application, problem sets, exit tickets, stations, and intervention groups. Strategy's Expected Result/Impact: Students will have increased content understanding and test scores because of their participation in quality tier 1 instruction. Staff Responsible for Monitoring: Lisa Rice, Alejandro Lopez Action Steps: Teachers must follow Eureka and intervention systems with fidelity and hold students accountable for their participation in both components of the math block. Teachers participated in professional development around QSSSA, sentence starters, and structured conversation TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize student performance data (exit tickets, Eureka assessments, district assessments, Ren360, RTI data) to inform timely intervention groups and small group activities. Teachers will work with the math specialist to implement best practices (use of manipulatives, supplemental aids, progress tracking, etc.) during intervention time.</p> <p>Strategy's Expected Result/Impact: Students will develop a deeper understanding of previously taught content to close missing gaps.</p> <p>Staff Responsible for Monitoring: Lisa Rice, Alejandro Lopez</p> <p>Action Steps: Teachers will pull small groups for targeted intervention the majority of days in response to student data. Teachers will have a schedule for pulling intervention groups.</p> <p>Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	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.






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: To increase the number of special education student achievement by 15% on all STAAR tested areas where we did not meet system safeguards.

Measurable Objective 1: Teachers will effectively internalize student IEPs and modify assignments and provide testing accommodations for all relevant assessments. Teachers will provide testing accommodations for all SPED students. Teachers will provide targeted small group instruction for SPED students.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement students' IEPs and track their progress. Strategy's Expected Result/Impact: Teachers will be able to verbalize the specific goals for each student and be able to work towards those goals. Staff Responsible for Monitoring: Nicole Heiman, Alejandro Lopez Action Steps: The special education chair will provide teachers with students' IEPs. The special education chair will work with teachers to create a progress monitoring tool. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training and support from the special education chair, district CIC for SPED, and the office of special education on best practices to support SPED scholars. Strategy's Expected Result/Impact: Teachers will know how to provide designated supports, provide accommodations, and modify assignments. Staff Responsible for Monitoring: Nicole Heiman, Alejandro Lopez Action Steps: Teachers will receive training on testing accommodations for SPED students, training on modifying assignments, and training on providing designated supports to students. Teachers will use Ren360 data to determine students' focus skills. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				












Strategy 3 Details	Reviews			
Strategy 3: Students will track their IEP goals with the SPED teacher. Strategy's Expected Result/Impact: Students will understand their strengths and areas of growth. Staff Responsible for Monitoring: Nicole Heiman, Alejandro Lopez Action Steps: The SPED chair will create an individualized tracking system. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals


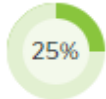

Goal 1: ATTENDANCE By June 2023, overall student attendance at Clemente Martinez will increase from 81% to 96% as measured by PEIMS submission.






Measurable Objective 1: All parents will receive an attendance contract to abide by and preliminary attendance will be taken at 8:15 a.m. every morning.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: The school will provide a parent contract at the beginning of the year to all students. Strategy's Expected Result/Impact: Parents will understand the importance of attendance at the beginning of the school year. Staff Responsible for Monitoring: Ruby Alonso, Alejandro Lopez Action Steps: SIR will create a contract to send to parents. Parents must return contract.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students with perfect attendance will receive incentives every grading cycle. Strategy's Expected Result/Impact: Students will work towards the attendance goal. Staff Responsible for Monitoring: Ruby Alonso, Patricia Cardenas, Alejandro Lopez Action Steps: The admin team will add perfect attendance celebrations into the monthly calendar.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will take preliminary attendance daily and submit it to the SIR by 8:15. If a student is absent, the SIR will call home and remind parents that school has started.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals**Goal 2:** DISCIPLINE Decrease out-of-school suspension by 50%.**Measurable Objective 1:** Teachers will utilize classroom management strategies provided by TEACH and progress monitored by the campus leadership team. All students will receive SEL support from staff and vendors.**Evaluation Data Sources:** OSS report

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administration will identify all Tier 3/At-Risk students and get each scholar SEL resources, counseling, CIS services, and mentorship. Scholars will receive Mindfulness lessons and strategies to apply during stressful situations. Strategy's Expected Result/Impact: The strategy will allow for a proactive approach to conflict and supports a positive learning environment Staff Responsible for Monitoring: Tomeka Johnson, Alejandro Lopez Action Steps: Staff will identify what scholars need support and create a plan of support	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive de-escalation training to apply in the classroom. Teachers will be provided ongoing classroom management support by "TEACH" throughout the year. Our climate officer will refocus students who exhibit disruptive behavior. Strategy's Expected Result/Impact: The strategy will equip teachers with the skills to redirect negative behaviors and will create a positive learning environment for ALL STUDENTS. Staff Responsible for Monitoring: Alejandro Lopez Action Steps: Teachers were provided with professional development by TEACH.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: The SEL team will host seminars to share and train parents on de-escalation and bullying provided by Campus SEL Department. Strategy's Expected Result/Impact: The strategy will raise awareness in the community about bullying and how to de-escalate stressful situations. Staff Responsible for Monitoring: Alejandro Lopez Action Steps: Sessions can be scheduled for students or parents and students that have repeated offenses. SEL team will schedule FACE and SEL Department parent information sessions.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Students will receive social and emotional learning through Lovescaping, Rhithm app, the house system, and CIS (Community in Schools). Every student will participate in Lovescaping for the first 30 minutes of every day and check into Rhithm daily. Students will be sorted into houses related to a core value and have SEL services provided as needed through CIS. Staff Responsible for Monitoring: Tomeka Johnson, Alejandro Lopez	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 We will conduct 2 student assemblies and discuss behavioral expectations and proper ways to avoid conflict both in and out of school with our students.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: To increase the number of special education growth by 20% by providing targeted intervention during and after-school.

Evaluation Data Sources: 4th and 5th grade STAAR







Strategy 1 Details	Reviews			
Strategy 1: SPED Chair will participate in grade-level team meetings once a month. Strategy's Expected Result/Impact: Teachers will know the strategies implemented during pullouts. Teachers will share strengths and areas of growth in the classroom. Staff Responsible for Monitoring: Marion Harvey, Alejandro Lopez Action Steps: Admin will coordinate scheduling around planning time. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in after-school enrichment programs. Strategy's Expected Result/Impact: Students will have more opportunities to build their background knowledge. Staff Responsible for Monitoring: Nicole Heiman, Alejandro Lopez Action Steps: The SPED teacher will coordinate with the wraparound specialist and parents to ensure students enroll in after-school programs. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: During all assessments, students will test in small groups with designated supports. Strategy's Expected Result/Impact: Students will have a more structured testing environment that meets their needs. Staff Responsible for Monitoring: Martina DeAvila, Alejandro Lopez Action Steps: Teams will coordinate with one another during testing days to create testing groups. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Teachers will provide an opportunity for student discourse and writing across the contents for all students.








Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use lead4ward to create rigorous CFUs and increase students writing skills through pre-planned and leveled sentence stems that align with the contents CFUs. Strategy's Expected Result/Impact: This will improve scholars writing skills by allowing them to make inferences, justify their thinking, and synthesize what they've learned. Staff Responsible for Monitoring: Martina DeAvila, Alejandro Lopez Action Steps: Monitor that teachers are implementing with fidelity rigorous and leveled CFUs and are using QSSSA strategy throughout their lesson. Provide PD and model lessons for teachers. Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will discuss and provide answers to questions posed by implementing structured conversations to increase their listening and speaking skills. Strategy's Expected Result/Impact: Students will increase their use of academic discourse and participation in the classroom. Staff Responsible for Monitoring: Martina DeAvila Action Steps: Teachers will create partners (brain buddies) based on language and skill level. Teachers will be expected to display their brain buddies in their classrooms. The teacher specialist will provide PD and modeling of effective structured conversations. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Increase parent participation by 20% in after-school events by the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: We will create a parent room that allows parents to assist the teachers with copies, cut-outs, and compiling student materials. Parents would also have access to resources such as computers and internet access. Strategy's Expected Result/Impact: Parents will be more involved in school activities and aware of the support their child needs. In addition, they will have resources to assist them with basic needs. Staff Responsible for Monitoring: Tomeka Johnson, Alejandro Lopez Action Steps: The SEL team will work together to create a parent room. Title I: 4.1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We will send home monthly newsletters detailing events that are going on in the school and classrooms. Strategy's Expected Result/Impact: Parents will be aware of upcoming events and read about instruction occurring in the classroom. Staff Responsible for Monitoring: Tomeka Johnson, Alejandro Lopez Action Steps: We need to create a calendar of when the newsletter will go out. Each grade level will be responsible for writing about their classroom activities and events.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: We will offer monthly events that invite parents on campus such as Math and Science Spooky Night, Literacy Night, Coffee with the Principal, and others. Strategy's Expected Result/Impact: Families will become more involved in school-wide activities to build a sense of community. Staff Responsible for Monitoring: Admin Team, Alejandro Lopez Action Steps: Our calendar will include at least one parent event per month. Title I: 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 22, 2022.

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: The nurse and P.E. teacher will discuss body wellness, good eating, and exercise habits quarterly with 100% of the students.

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
5	4	1	1	SPED Chair will participate in grade-level team meetings once a month.
5	4	1	2	Students will participate in after-school enrichment programs.
5	4	1	3	During all assessments, students will test in small groups with designated supports.
5	5	1	1	Teachers will use lead4ward to create rigorous CFUs and increase students writing skills through pre-planned and leveled sentence stems that align with the contents CFUs.
5	5	1	2	Students will discuss and provide answers to questions posed by implementing structured conversations to increase their listening and speaking skills.

State Compensatory

Budget for 289 Clemente Martinez Elementary School

Total SCE Funds: \$68,342.98

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring services provide pull-out support for students who did not meet the high-frequency words evaluation and students who did not pass the STAAR test.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding using federal dollars align with program requirements and the needs of students. Administration and teacher leaders developed the comprehensive needs assessment (CNA) at this campus.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved in developing this plan by meeting with the administrative team. They agreed to provide specific programs that are included in this plan.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes campus assessments, district-level assessments, progress monitoring through RTI, high-frequency word evaluation, and benchmark running records.

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

The SIP is available to parents in the following locations:

- School front office
- School website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: a dedicated intervention block, accelerated learning, tutorials, and after-school enrichment.

2.5: Increased learning time and well-rounded education

We increase learning time and a well-rounded education for our students by having a master schedule, daily program schedule, an intervention block, board agendas, timers, pull-out tutorials, after-school tutorials, enrichment classes, Hopestone, Lovescaping, and TEACH.

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 not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas: PLCs, At Bats, RISE professional development, content-area PLCs, and learning labs
- Proficient Tier 1 explicit instruction taking place in all content areas: PLCs, At Bats, RISE PD
- Small Group Instruction based on student data needs: data digs and data protocol used after every relevant assessment

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The PFE is evaluated annually with the Title I coordinator and community members.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Alejandro Lopez (principal)
- Tiana Collins (teacher)
- Martina DeAvila (teacher specialist)
- Sylvia Jackson (media specialist)
- Jane Weiner (community member, Hopestone)
- Tomeka Johnson (counselor)
- Jessica Cruz (parent)
- Davonna Collins (parent)
- Esperanza Silva (parent)

The PFE was distributed

- On the campus website
- Email

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Hosting several events during and after the school day: Coffee with the Principal, Open House, Meet the Teacher, Family Literacy Night, and Math and Science Spooky Night
- Sending out weekly updates via ClassDojo
- Sending call-outs to remind parents of events
- Providing parents a look into everyday school life via updates on social media

4.2: Offer flexible number of parent involvement meetings

2022-2023 Title I Parent Meeting Dates

1A-Sept. 9 th	1B-Sept. 15 th
2A-Dec. 8 th	2B-Dec. 12 th
3A-Jan. 12 th	3B-Jan. 17 th
4A-March 9 th	4B-March 21 st

5. Targeted Assistance Schools Only

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

Please see TitleIcrate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heber Ramirez	Pre-K Teacher	Early Childhood	

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.

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.

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"/>

SIP APPROVAL 2022-2023

School Name and Campus:

Clemente Martinez Elementary

School #289

Principal Name: Alejandro Lopez

School Office: Anna White

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 9/6/22 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.

Alejandro Lopez
Principal

9/12/22
Date

Signatures below indicate review and approval of this document.

Jessica Cruz
PTO/PTA or other Parent Representative

9/12/22
Date

T. COLLINS
SDMC Teacher Representative

9/12/22
Date

Anna White
School Support Officer/Lead Principal

9/14/22
Date

K Campbell
School Office Assistant/Superintendent

9/16/22
Date

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

Date