

Houston Independent School District
166 John R. Harris Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

John R. Harris Elementary is dedicated to unlocking students' potential for greatness by creating critical thinkers who contribute to their local and global community.

Vision

John R. Harris is committed to meeting individual student academic, social and emotional needs.

Core Beliefs

EAGLES SOAR

- **SAFETY** - MEANS HELPFULNESS, GOOD JUDGEMENT, AND RESPONSIBILITY
- **OWNERSHIP** - MEANS HONESTY, INTEGRITY, AND COURAGE
- **ACHIEVEMENT** - MEANS GRIT, PERSISTENCE, AND SELF DISCIPLINE
- **RESPECT** - MEANS GOOD MANNERS, KINDNESS, AND FRIENDSHIP

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John R. Harris Elementary is a school-wide Title 1 campus in the historic east end school located near the Houston ship channel inside the 610 loop. It opened as Harrisburg School in 1895 named after John Richardson Harris, the founder of the Harrisburg community in 1826. The school serves students from Pre-Kindergarten through 5th grades. The school enrollment for the school year 2020-2021 was 351 students and it currently stands at 344 students for the school year 2021-2022. The ethnic distribution includes 98% Hispanic and 2% African American. The special population distribution is 7% Special Education, 4% Gifted and Talented, and 63% Limited English Proficient. The school is 97% Economically Disadvantaged and 77% At-risk. The attendance rate for the school year 2020-2021 was 93.9% with a mobility rate at 10%. John R. Harris is surrounded by 4 other neighborhood elementary schools which also includes a charter school.

John R. Harris Elementary staff is composed of 16 Teachers, one Principal, and two Teacher Specialists, of which 5% are male and 95% are female and where 53% are Hispanic and 16% African-American, 10% white, and 21% Asian. The school has 3 teacher assistants, 2 female and 1 male with 1 dedicated to our Life Skills Program.

Programs offered at John R. Harris include Bilingual Education Program, English as a Second Language, and Special Education – Life Skills. The school for the last 3 years has continued to be identified as a (CEP) Community Eligibility Provision Program campus which allows students to receive free meals without requiring families to complete the free and reduced lunch application. Our curriculum is supported by the implementation of the PBIS (Positive Behavior Implementation System) and Social Emotional Learning activities in fostering safe, caring, and positive learning environment. The school has been awarded for 3 consecutive years the Family Friendly School which exemplifies the the school's commitment in building relationships with our families in achieving success for all students.

Partnerships have been formed with community organizations including the Houston Backpack Buddy Program, Valero, Eco-Services, and Navidad in El Barrio Organization in providing additional supports for our students and parents including to assist in the various needs of the school. Students will continue to participate in extracurricular activities that are designed to develop well –rounded individuals. Some of the activities include choir, soccer, cheerleading, and Boy Scouts/Girl Scouts.

Demographics Strengths

John R. Harris has been consistent with its ethnic breakdown from the previous year. The school's diverse staff population is important to fostering inclusion and awareness around multicultural education as well as in taking culturally responsive teaching in the classroom.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 2 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the

Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 3 (Prioritized): While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Problem of Practice 4 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Student Learning

Student Learning Summary

Accountability																	
Domain1_2019		Domain2a_2019				Domain2b_2019				Domain3_2019				Overall_2019			
D		C				C				D				C			
STAAR-1P2Yr		English								Spanish							
		20-21				18-19				20-21				18-19			
		Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	Mstr	Tstd	App	Meet	
G3	Math	38	39%	8%	0%	70	59%	31%	13%	15	7%	0%	0%				
	Read	38	58%	29%	16%	35	66%	29%	9%	15	13%	7%	7%	35	57%	51%	
G4	Math	46	28%	11%	2%	70	57%	33%	20%								
	Read	45	38%	13%	0%	70	67%	26%	11%								
	Write	44	25%	9%	2%	70	44%	6%	3%								
G5	Math	63	52%	19%	11%	74	81%	41%	24%								
	Read	63	63%	37%	14%	74	61%	28%	14%								
	SCI	63	49%	13%	3%	74	76%	43%	20%								

Renaissance 360 Legend: Rd=Reading, Ma=Math, ELit=Early Literature, E=English, S=Spanish

A = At/Above Benchmark O = On Watch I = Intervention U = Urgent Intervention

Ren 360 Landscape		20-21										19-20									
		BOY					MOY					BOY					MOY				
		Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U	Cnt	A	O	I	U
KG	ELit_E	33	18	8	4	3	34	17	7	3	7	34	29	1		4	27	13	4	5	5
	ELit_S	19	16	1	2		19	14		4	1	19	16		2	1	22	10	6	2	4
	ELit_E	44	24	4	8	8	45	24	5	5	11	47	21	6	10	10	23	7	4	4	8

G1	ELit_S	19	15	3	1	7	7				22	12	6	1	3	22	12	7	2	1	21	17	3	1		
	Ma_E	25	21	1	3	32	25	2	4	1	26	14	7	4	1	23	8	5	7	3	21	12	5	3	1	
	Ma_S	22	20	1	1	20	12	3	4	1	22	16	1	4	1	22	2	3	3	14	21	6	5	4	6	
	Rd_E																				7	5	1	1		
	Rd_S															1				1	10	10				
G2	ELit_E	32	6	4	8	14	40	4	7	10	19	41	8	1	13	19	1			1	1				1	
	ELit_S											1	1				2		2		7	1		4	2	
	Ma_E	19	9	3	6	1	22	8	5	3	6	22	6	4	6	6	21	6	1	6	8	20	10	1	2	7
	Ma_S	17	11	2	3	1	19	10	3	4	2	19	4	5	7	3	36	14	10	4	8	37	24	6	3	4
	Rd_E	34	15	6	7	6	40	9	6	9	16	40	8	9	3	20	22	4	2	4	12	20	4	3	3	10
G3	Rd_S	17	15		2		20	16		1	3	19	8	4	2	5	34	16	5	6	7	35	22	4	6	3
	ELit_E	55	11	4	18	22	51	8	6	6	31	49	11	5	14	19										
	Ma_E	35	18	6	4	7	38	17	5	10	6	38	15	4	13	6	39	18	9	3	9	41	27	8	5	1
	Ma_S	16	6	3	5	2	13	3	1	6	3	14	4	1	5	4	18	5	3	3	7	18	8	4	2	4
	Rd_E	55	10	11	14	20	51	13	3	9	26	49	14	4	9	22	40	6	10	15	9	38	10	9	9	10
G4	Rd_S	16	9	1	2	4	13	5		5	3	13	6		4	3	18	4	3	4	7	18	7	2	6	3
	Ma_E	44	19	8	10	7	45	26	6	7	6	45	26	3	9	7	65	33	11	11	10	65	36	15	11	3
G5	Rd_E	45	7	6	19	13	43	9	5	15	14	44	9	9	10	16	65	9	14	17	25	65	19	10	16	20
	Ma_E	63	18	9	21	15	63	18	18	11	16	63	26	9	18	10	69	42	8	15	4	70	46	11	9	4
	Ma_S																1		1			1	1			
	Rd_E	61	9	11	18	23	61	13	15	12	21	63	16	9	14	24	69	17	12	15	25	68	18	6	24	20
G5	Rd_S																1	1				1	1			

Student Learning Strengths

Our data indicates that students are leaving PreK and Kindergarten prepared in both Reading and Math. Our reading data for Approaches has consistently been higher than our Math data, except in 5th grade. Our 5th grade math data has consistently outperformed 3rd and 4th grade math data.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Problem of Practice 2 (Prioritized): More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 3 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 4 (Prioritized): While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Problem of Practice 5 (Prioritized): During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 6 (Prioritized): Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

School Processes & Programs

School Processes & Programs Summary

The J.R. Harris team implements a number of programs and processes to enable quality teaching and learning.

As a campus serving a high percentage of English learners, 35% of our students are enrolled in a transitional bilingual program. In this program, students spend the majority of the school day learning in Spanish with devoted time to acquire English as well. The percentage of English instruction increases from PreK bilingual through 3rd grade bilingual so that students can enter 4th grade prepared to learn exclusively in English, supported with ESL scaffolds.

This year, a focus is RTI. Our process for this work includes a devoted daily RTI block (30 min. per day for K-3rd, 60 min. per day for 4th-5th). During this time, teachers will pull small groups of tier II and III students and utilize specific RTI programs to fill their academic gaps. In math, grades K-2 will use the University of Texas's RTI lessons, and in grades 3-5, teachers will use lessons from HMH's Do the Math program. In reading, teachers will use Really Great Learning, the ELPS Mastery program, Reading/Learning A-Z, and our Scholastic guided reading library. These programs have been specifically selected to align with our schoolwide goals based on our tier II and III students' needs. While teachers pull small groups, the rest of the class will receive individualized instruction via the Imagine Math, Language and Literacy, and Espanol programs. Teachers will document interventions according to district policy and will maintain records of students' progress monitoring in a bin provided to each teacher. Teachers will bring these bins of documentation to the RTI/IAT meetings held with each grade level once per month.

A key process in our Professional Learning Communities is data-driven instruction following every district-level formative assessment (snapshots, DLAs, mock STAARs, HFWEs, and Ren360). Teachers analyze their data using reports from OnTrack, identifying which TEKS are strengths and weaknesses for their students, as pre-work. Then, during PLC, administrators and our DDIS facilitate the process of using that analysis to develop reteach and intervention calendars as well as plans that address students' specific misconceptions. Teachers are then held accountable for implementing the plans via follow-up walkthroughs and feedback.

Additionally, students will take ownership through their own data-tracking process this year. Each student (PreK-5th) has a data binder in which they track their own attendance, reading levels, and formative assessment data (snapshots, DLAs, mock STAARs, and Ren360). Teachers in grades 3-5 will also provide students with their OnTrack feedback cards following district assessments. Teachers will hold regular one-on-one data conversations with students to scaffold analysis of performance and goal-setting.

To foster a positive school environment, strong relationships across the school, and students' development of positive character traits and self-management skills, we adopted the PBIS program in the summer of 2020. Last year, we adopted schoolwide and class expectations as well as training the staff on classroom management strategies based on positive reinforcement. Each six weeks, students who had been demonstrating the expectations were invited to a PBIS celebration to acknowledge their great choices. We will continue all of this work this year and add on a schoolwide incentive program. Students can receive PBIS "dollars" for demonstrating one of our four school values - safety, ownership, achievement, and respect. They will have monthly opportunities to spend the dollars on prizes in our PBIS store. Our PBIS program is led by a team of teachers and administrators fondly known as the "PBIS Squad."

A new instructional program for our campus is our STEM enrichment class, financed through a Project Lead The Way (PLTW) Grant. All students (PreK-5th) will participate in this enrichment class every 3 school days.

Distributed leadership is a consistent process at J.R. Harris. Decisions are made by the Teacher Leader Team, PBIS Squad, Literacy Committee, and Shared Decision Making Team. A majority of teachers serve on at least one of these teams, enabling a great deal of distributed leadership and teacher empowerment.

Lastly, in terms of instructional leadership, we participate in the EIR Grant program and have campus-level processes as well. The Education Innovation Research (EIR) Grant program entails extensive professional development and coaching for our campus's two Teacher Specialists, training them in best practices for planning with teachers, observing them in action, and providing feedback. The Specialists are in their second year of the grant program. Additionally, all three appraisers (the Principal and the two Teacher Specialists) are conducting walkthroughs twice per week (excluding ineligible dates) for each appraisee. These walkthroughs are logged in the AIM platform for TADS to ensure feedback is consistently accessible. This will be our second year with this process.

School Processes & Programs Strengths

The bilingual program has proven to be an asset to the campus, scaffolding students' developing bilingualism in a targeted manner. Our bilingual teachers have proven quite effective. For example, our 2019-20 Teacher of the Year and Beginning Teacher of the Year were both bilingual teachers.

Our RTI program, as it is planned for this school year, features a number of strengths, including protected time for intervention, documentation accountability, ongoing monitoring, and research-backed programs to ensure consistent, effective intervention across classrooms.

Our data-driven instruction processes offer strengths such as timely analysis and reflection, identification of areas for growth and specific misconceptions impeding student learning, and targeted action plans. This work enables individualized reteaching and intervention to meet students' needs.

The adoption of student data binders empowers students to metacognitively own and reflect on their education. Teachers scaffold this process through modeling and one-on-one data conversations, enabling individual goal-setting.

Our PBIS program offers a number of strengths. Over the course of the program implementation, students have shown more understanding of and compliance with school expectations, as well as more positive character traits, such as responsibility. Students have become highly motivated to do well so they can participate in the PBIS celebrations every six weeks, as indicated by their responses on an end-of-year survey. Strong teacher-student relationships have grown as well.

Our distributed leadership processes empower teachers to have a voice in school decision-making. Members of our various committees share issues that have arisen and collaboratively develop solutions to them. This has the dual advantages of both empowering the teachers as leaders and identifying ideal actions to take, given the diversity of perspectives on the teams.

The EIR Grant program has provided targeted professional development to the Teacher Specialists that has (and continues to) enhance their planning, observation, and feedback skillset. The Specialists have grown in terms of their PLC facilitation and one-on-one instructional coaching, increasing their efficacy as instructional leaders.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 2 (Prioritized): Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 3 (Prioritized): More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4 (Prioritized): Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 5 (Prioritized): While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of

enrollment.

Problem of Practice 6 (Prioritized): 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Problem of Practice 7 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Perceptions

Perceptions Summary

We have a set of expectations, as outlined in our Teacher / Staff Handbook. Each year the handbook is updated to reflect improvements, changes, needs of the campus. In addition to having a clear set of expectations, we have multiple committees for staff members to serve on and to be able to take part in the decision making on campus. Some of these committees include: Teacher Leaders, SDMC, and the PBIS Team. Other committees are a part of programs/events that take place throughout the year, such as Literacy Night, Math/Science Night, Winter Program, Hispanic Heritage Program, and more. In addition, we meet weekly as a PLC by grade level in order to grow as a team in our instructional practices, and to provide time for teams of teachers to provide feedback and support to each other.

Perceptions Strengths

Our strengths lie within the culture and community we have built at J.R. Harris Elementary. Teachers work together as teams with a common goal of improving student learning, and administration is in the work with teachers supporting them in their goals.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): We are still building the culture and community that is within our school walls to extend to our parents and families. **Root Cause:** Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Problem of Practice 2 (Prioritized): While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Priority Problems of Practice

Problem of Practice 5: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home.

Root Cause 5: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 5 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families.

Root Cause 1: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Problem of Practice 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem of Practice 7: During the 2020-21 school year, RTI fidelity was inconsistent across the campus.

Root Cause 7: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 7 Areas: Student Learning - School Processes & Programs

Problem of Practice 3: 3rd and 4th grade math is consistently performing lower than 5th grade math.

Root Cause 3: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Problem of Practice 3 Areas: Student Learning - School Processes & Programs

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease.

Root Cause 2: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding.

Root Cause 4: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers.

Root Cause 6: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 6 Areas: Student Learning - School Processes & Programs

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)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.





Goal 1: By the end of 2021 - 2022 school year, the percent of students who scored at Approaches or higher on STAAR Reading, will be at least 71% of students, with 32% at Meets, and 15% at Masters.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Pre-K: CIRCLE assessment will display that at least 70% of our students are "On Track" by the EOY Assessment.

Evaluation Data Sources: CIRCLE Assessments, CIRCLE Progress Monitoring, Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create and implement action plans based on CIRCLE data during PLC, which includes small group interventions/instruction daily for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling skills during small groups and stations. Teachers will use CFUs during lessons to monitor the improvement of students' mastery on skills identified as needing more work. Individual students will meet growth targets from BOY CIRCLE assessment to EOY CIRCLE assessment.</p> <p>Staff Responsible for Monitoring: PreK teachers, Teacher Specialists, and Principal</p> <p>Action Steps: 1. Administer BOY CIRCLE assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer Progress Monitoring assessments. 6. Use CLI engage platform to identify effective strategies to implement in whole group and small group instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Substitutes - Teachers can assess students for CIRCLE without distractions in classroom - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000, Various Supplies/Resources to Support Small Group Instruction - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Student Learning

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

School Processes & Programs





Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Measurable Objective 2: K-5th Grades: District Snapshots will display that at least 71% of our students are at Approaches or higher, with at least 32% at Meets, and 15% at Masters.

Evaluation Data Sources: District Snapshots & Assessments, 2nd-5th Exit Tickets, Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create and implement action plans based on Snapshot data during PLC, which includes small group interventions/instruction daily for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teachers will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on District Snapshots throughout the year and will be prepared for success in the following grade level.</p> <p>Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal</p> <p>Action Steps: 1. Administer Snapshot 1 assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Various Reading Materials/Supplies to support Guided Reading and Workstations - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$8,000, Scholastic Magazines - Use to build TEKS mastery for reading comprehension - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,614, After School Tutoring - Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
<p>Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p>

Student Learning

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.





Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Measurable Objective 3: K-5th Grades: Fountas & Pinnell GRL will display that at least 70% of our students are reading at grade-level or above.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension, based on HB3 Reading Academy learning. Strategy's Expected Result/Impact: Students will be reading at grade level as indicated below: * PK-GRL A or above * Kinder- GRL D or above * 1st - GRL J or above * 2nd - GRL M-N or above * 3rd - GRL P-Q or above * 4th - GRL S-T or above * 5th - GRL V-W or above Staff Responsible for Monitoring: Teacher, Teacher Specialists, Principal Action Steps: 1. Administer BOY BRR assessment to all students (1st-5th; K administers at MOY). 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. K-2 teachers use Saxon Phonics consistently and 3-5 use Really Great Reading to build students' fluency and improve reading levels. 6. Based on data, conduct Professional Development on effective strategies, as learned during HB3 Reading Academy, for specific TEKS/ skills, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000, Esperanza Additional Materials - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$260, Saxon Phonics (K2) Foundation Program - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$12,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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Measurable Objective 3 Problems of Practice:

Demographics
<p>Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p>

Student Learning

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

School Processes & Programs

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

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





Goal 1: By the end of the 2021-2022 school year, the percent of students who scored at Approaches or higher on STAAR Math will be at least 70%, with 36% at Meets and 19% at Masters.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Pre-K: CIRCLE assessment will display that at least 70% of our students are "On Track" by the EOY Assessment.

Evaluation Data Sources: CIRCLE Assessments, CIRCLE Progress Monitoring, Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will create and implement action plans based on CIRCLE data during PLC, which includes small group interventions/instruction daily for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling skills during small groups and stations. Teachers will use CFUs during lessons to monitor the improvement of students' mastery on skills identified as needing more work. Individual students will meet growth targets from BOY CIRCLE assessment to EOY CIRCLE assessment.</p> <p>Staff Responsible for Monitoring: PreK teachers, Teacher Specialists, and Principal</p> <p>Action Steps: 1. Administer BOY CIRCLE assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer Progress Monitoring assessments. 6. Use CLI engage platform to identify effective strategies to implement in whole group and small group instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Substitutes - Teachers can assess students for CIRCLE without distractions in classroom - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000, Various Supplies/Resources to Support Small Group Instruction - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Student Learning

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.





Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Measurable Objective 2: K-5th Grades: District Snapshots will display that at least 70% of our students are at Approaches or higher, with at least 36% at Meets and 19% at Masters.

Evaluation Data Sources: District Snapshots & Assessments, 2nd-5th Exit Tickets, Teacher Data Trackers, PLC Data Walls, Admin Observations & Feedback

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will create and implement action plans based on Snapshot data during PLC, which includes small group interventions/instruction daily for all students. Strategy's Expected Result/Impact: Teachers will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teachers will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on District Snapshots throughout the year and will be prepared for success in the following grade level. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Administer Snapshot 1 assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Do The Math RTI Program - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$19,000, Various Math Materials/Supplies to support Guided Reading and Workstations - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$8,000, After School Tutoring - Extra Duty Pay - 1991010003 - General Fund - Small School Subsidy - 6100 - Payroll - \$8,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
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Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.
Student Learning
Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Student Learning

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.





Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Measurable Objective 3: 1st-5th Grades: Universal Screener Ren 360 will display that at least 70% of our students are performing at grade-level or above.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Implement professional development grounded in the science of teaching math that targets math fluency and math comprehension, using the learning from HB3 professional development opportunities provided to 2nd-3rd grade teachers. Strategy's Expected Result/Impact: Teachers will implement the 5E lesson model, focused around Guided Math and targeted workstations to spiral TEKS and build math fluency among students. Teachers will use Ren360 data to implement targeted interventions for students. Students will meet growth targets on Ren 360 Universal Screener from BOY to EOY. Staff Responsible for Monitoring: Teachers, Teacher Specialists, and Principal Action Steps: 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. K-2 teachers use UTI Math RTI lessons consistently and 3-5 use Do the Math to build students' math fluency and comprehension. 6. Based on data, conduct Professional Development on effective strategies, as learned during Math HB3 professional developments, for specific TEKS/ skills, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction and RTI lessons. 8. Begin after school tutoring targeted to students needing additional support, based on data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Do the Math RTI Program (3rd-5th grades) - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$19,000, Various Math Materials/Supplies to support Guided Reading and Workstations - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$8,000, Extra Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$5,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.
Student Learning
Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Student Learning

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

School Processes & Programs

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

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

Goal 1: By the end of 2021-2022 school year, we will decrease our overage students from 25 to 20.





Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Students that are overage and have been retained will decrease from 14 to 12 by the end of the 2021-2022 school year.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All overage students that have been retained are a part of the RTI program and are provided consistent intervention daily in the content area(s) of focus. Strategy's Expected Result/Impact: The number of students that are overage and retained will decrease. Students will receive the interventions needed to fill current gaps in learning. Staff Responsible for Monitoring: Teacher, Teacher Specialists, Principal Action Steps: 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data (looking at special populations, specifically overage students that have been retained) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra Duty Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$8,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.





Demographics
<p>Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p>
Student Learning
<p>Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.</p> <p>Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p> <p>Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p> <p>Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. Root Cause: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.</p>
School Processes & Programs
<p>Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p> <p>Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. Root Cause: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.</p> <p>Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p> <p>Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.</p>

Measurable Objective 2: Students that are overage and with an IEP or 504 plan will decrease from 8 to 6 by the end of the 2021-2022 school year.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: All overage students that have an IEP or 504 plan are a part of the after school tutoring program and are provided consistent intervention daily in the content area(s) of focus. Strategy's Expected Result/Impact: The number of students that are overage and with an IEP or 504 plan will decrease. Students will receive the interventions needed to fill current gaps in learning. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA). 2. Analyze data (looking at special populations, specifically overage students are with an IEP or 504 plan) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extra Duty Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$8,000		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
<p>Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p>
Student Learning
<p>Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.</p> <p>Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p> <p>Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p>

Student Learning

Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Measurable Objective 3: Students that are overage and ELL will decrease from 12 to 10 by the end of the 2021-2022 school year.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All overage students that are considered ELL are a part of the RTI program and are provided consistent intervention daily in the content area(s) of focus. Strategy's Expected Result/Impact: The number of students that are overage and ELL will decrease. Students				

will receive the interventions needed to fill current gaps in learning.

Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal

Action Steps: 1. Administer BOY Universal Screener assessment to all students (1st-5th; K administers Texas KEA) and the BOY ELD assessment. 2. Analyze data (looking at special populations, specifically overage students that are ELL) in PLC in a timely manner and create action plan, including small group supports for those students. 3. Implement action plan consistently. 4. Begin after school tutoring targeted to students needing additional support, based on data.

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

Funding Sources: Extra Duty Pay - After School Tutoring - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$8,000



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3 Problems of Practice:

Demographics

Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Student Learning

Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Student Learning

Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

School Processes & Programs

Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. **Root Cause:** Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

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

Goal 1: By the end of the 2021-2022 school year, at least 20% of students with IEPs will achieve "Approaches" or higher on STAAR assessment or have at least 70% in reading and 60% in math meet their Growth Target.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: K-5th Grades: District Snapshots will display that at least 20% of our students with IEPs are at Approaches or higher or have at least 70% in reading meet their Growth Target.

Evaluation Data Sources: 2nd-5th Grade Exit Tickets, Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education teacher will work with teachers during planning time to ensure accommodations & modifications are provided in classroom.</p> <p>Strategy's Expected Result/Impact: Students with IEPs will meet growth targets on District Snapshots and show improvement on Ren 360 Universal Screener from BOY to EOY. Teachers will co-plan lessons, so all students will receive the accommodations and interventions needed to be successful.</p> <p>Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal</p> <p>Action Steps: 1. Administer Snapshot 1 assessment and Ren360 or Texas KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan. 3. Special Education teacher attends all Data PLCs for all grade levels, in order to plan effective interventions and accommodations for students with IEPs. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Various Reading Resources Needed to Support Data - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p>
Student Learning
<p>Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.</p> <p>Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p> <p>Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p> <p>Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. Root Cause: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.</p>
School Processes & Programs
<p>Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p> <p>Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. Root Cause: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.</p> <p>Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.</p> <p>Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.</p>

Measurable Objective 2: Life Skills: Students taking STAAR Alt (3 students) will have met growth target and/or meet standard on each area of the assessment.

Evaluation Data Sources: STAAR Alt results, Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback





HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Life Skills teacher (new teacher) will have a PLC with the SPED Chair once a month focused on student goals and effective instructional strategies to meet students' individual goals. Strategy's Expected Result/Impact: Improvement in teacher's instructional practices, when it comes to the Life Skills classroom. Students meeting growth targets on IEP and on the STAAR Alt assessment. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Meet once a month as a SPED team for PLC. 2. Analyze data in PLC in regards to student individual goals and create action plan. 3. Plan individual lessons for students using the Unique Learning System. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Materials / Supplies to support Unique Lessons and Student Individual Needs - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 3: K-5th Grades: District Snapshots will display that at least 20% of our students with IEPs are at Approaches or higher or have at least 60% in math meet their Growth Target.

Evaluation Data Sources: 2nd-5th Grade Exit Tickets, Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Special Education teacher will work with teachers during planning time to ensure accommodations & modifications are provided in classroom. Strategy's Expected Result/Impact: Students with IEPs will meet growth targets on District Snapshots and show improvement on Ren 360 Universal Screener from BOY to EOY. Teachers will co-plan lessons, so all students will receive the accommodations and interventions needed to be successful. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Administer Snapshot 1 assessment and Ren360 or Texas KEA assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan. 3. Special Education teacher attends all Data PLCs for all grade levels, in order to plan effective interventions and accommodations for students with IEPs. 4. Implement action plan consistently. 5. Monitor student mastery of skills identified. 6. Administer CFUs and Exit Tickets to determine mastery of TEKS. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Various Math Resources Needed to Support Data - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.
Student Learning
Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students. Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom. Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives. Problem of Practice 6: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. Root Cause: Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.
School Processes & Programs
Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

School Processes & Programs

Problem of Practice 2: Kinder through 2nd grade teachers need more support in the data-driven instruction process than 3rd-5th and PreK teachers. **Root Cause:** Only 3rd-5th grade teachers were trained in DDI prior to the 2020-21 school year.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. **Root Cause:** Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: By the end of the 2021-2022 school year, we will achieve a yearly student attendance rate of 98%.

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

Measurable Objective 1: All teachers will have received training in PowerSchool, including component on Attendance by the first day of school.

Evaluation Data Sources: Certificates of Completion

Strategy 1 Details	Reviews			
Strategy 1: Share training information with teachers in Week Ahead Email to complete either new user training or refresher training prior to the first day of school. Strategy's Expected Result/Impact: Teachers will be able to enter attendance and view trends for student attendance. Staff Responsible for Monitoring: Teachers, SIR Clerk, Principal, Wraparound Action Steps: 1. Teachers enter attendance daily at 9:30 am. 2. Teachers monitor student attendance trends and send concerns to principal and SIR clerk. 3. SIR clerk checks attendance entry each day at 9:30 am to ensure all attendance was entered. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:





Demographics
Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
Student Learning
Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
School Processes & Programs
Problem of Practice 5: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Measurable Objective 2: Increase daily student attendance in order to maintain 98% overall attendance rate.

Evaluation Data Sources: PowerSchool attendance reports

Strategy 1 Details	Reviews			
Strategy 1: SIR Clerk, Wraparound Specialist, and Principal meet weekly to discuss attendance trends and concerns and develop an action plan to support parents for students with low attendance rates. Strategy's Expected Result/Impact: Attendance rate will increase, which in turn increases student achievement. Staff Responsible for Monitoring: SIR Clerk, Wraparound Specialist, Principal Action Steps: 1. Meet weekly to discuss attendance trends. 2. Conduct home visits for students that have a high absentee rate. 3. Begin truancy process for any student whose attendance rate does not increase after home visit and phone calls. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
Student Learning
Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
School Processes & Programs
Problem of Practice 5: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Measurable Objective 3: Identify and meet with parents for students with chronic attendance issues.

Evaluation Data Sources: Class Dojo app log, documented call lists, increased daily student attendance, SAF forms, Wraparound Services documentation, Attendance Committee documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct home visits at least bi-monthly for students with a chronic absentee rate. In addition, do frequent personal phone calls to check in on any student that is absent for 2 days or more in a row. Strategy's Expected Result/Impact: Attendance rate will increase, which in turn increases student achievement. Staff Responsible for Monitoring: SIR Clerk, Wraparound Specialist, Principal Action Steps: 1. Meet weekly to discuss attendance trends. 2. Conduct home visits for students that have a high absentee rate. 3. Begin truancy process for any student whose attendance rate does not increase after home visit and phone calls. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
Student Learning
Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.
School Processes & Programs
Problem of Practice 5: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.

Perceptions

Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. **Root Cause:** The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: By the end of the 2021-2022 school year, we will maintain 0 Out of School Suspensions.

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

Measurable Objective 1: Staff will teach students the PBIS school-wide expectations and reinforce throughout the year.

Evaluation Data Sources: Discipline data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Staff will be provided training during Pre-Service, in regards to school-wide expectations, in order to effectively teach and implement lessons with students during the 1st two weeks of school.</p> <p>Strategy's Expected Result/Impact: All students will understand and implement the school-wide expectations and will exhibit the meaning of acronym S.O.A.R. (Safety, Ownership, Achievement, Respect).</p> <p>Staff Responsible for Monitoring: PBIS Team, All staff members</p> <p>Action Steps: 1. Update school-wide expectations. 2. Plan lessons for each area. 3. Plan Pre-Service professional development for all staff members. 4. Create calendar for teaching expectations to ensure implementation by teachers. 5. Monitor teaching of expectations. 6. Provide updates and support by PBIS team at Faculty Meetings, based on data.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Poster Materials for School Wide Expectations - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$1,500</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 2: Staff will implement Harmony Lessons and other SEL lessons, including circles, daily in class during school-wide SEL time.

Evaluation Data Sources: Observations and feedback

Strategy 1 Details		Reviews			
Strategy 1: Teachers use daily SEL time to implement Harmony lessons and other SEL lessons, based on student needs, including circles with students, at least 2 times per week. Strategy's Expected Result/Impact: Students will be better prepared to self control, as well as provide teachers with an opportunity to build relationships with all students, ultimately impacting students' academic achievement. Staff Responsible for Monitoring: PBIS Team, Teachers, Teacher Specialists, Principal Action Steps: 1. Provide daily SEL time in teacher schedules. 2. Provide a weekly template for SEL lessons, including sample circle focus topics. 3. Monitor for implementation of SEL lessons. 4. Provide PD as needed on SEL practices, based on observations and feedback. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals		Formative			Summative
		Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 3: Staff will implement PBIS initiatives, such as the distribution of PBIS Tickets, teaching of school-wide expectations, and consistent use of Discipline Flow Chart.

Evaluation Data Sources: Discipline data and Ticket spending at PBIS Store

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use PBIS tickets as an incentive to students who S.O.A.R. and will use the Discipline Flowchart consistently, in an effort to increase positive behaviors among students. Strategy's Expected Result/Impact: Student minor discipline referrals will decrease, which in turn will increase student achievement. Staff Responsible for Monitoring: PBIS Team, Teachers, Teacher Specialists, Principal Action Steps: 1. Create PBIS Ticket and define ways to S.O.A.R. on ticket. 2. Teach teachers about tickets. 3. Hold BOY assemblies with grade levels to share school-wide expectations and ticket information. 4. Open PBIS store monthly for students to purchase items with tickets. 5. Share data with teachers at faculty meetings, in regards to student discipline and ticket collection to determine areas of focus. 6. PBIS team uses data to make adjustments to PBIS plan. Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Materials for PBIS Store - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.





Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: By the end of the 2021-2022 school year, we will host at least 3 events/programs to promote awareness of cyber bullying, bullying, and drug/alcohol prevention.

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

Measurable Objective 1: 100% of students in 2nd-5th grade will utilize the website learning.com to learn about technology safety and cyber bullying.

Evaluation Data Sources: Observations and feedback





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will work on learning.com during Enrichment classes, in order to learn more about and discuss technology safety and the effects of cyber bullying. Strategy's Expected Result/Impact: Students will be responsible with technology, not only on campus, but at home, too. Staff Responsible for Monitoring: Enrichment Teachers, Principal Action Steps: 1. Plan time during Enrichment for students to use platform. 2. Teachers use the website to plan lessons, which involve discussing the importance of technology safety and the effects of cyber bullying. Title I Schoolwide Elements: 2.5, 2.6				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 2: All students (PreK-5th grade) will participate in Red Ribbon Week activities during the last week of October 2021.

Evaluation Data Sources: Student participation, announcements, lessons





Strategy 1 Details		Reviews			
Strategy 1: PE Coach and Nurse will work together to plan a week of activities and lessons for students promoting Red Ribbon Week. Strategy's Expected Result/Impact: Students will learn the importance of being drug free. Staff Responsible for Monitoring: PE Coach and Nurse Action Steps: 1. PE Coach and nurse work together to plan activities and lessons. 2. Plan for the week is shared with all staff members. 3. During morning announcements, either PE Coach or nurse shares a special message in regards to Red Ribbon Week with students. Title I Schoolwide Elements: 2.5 Funding Sources: Red Ribbon Week Incentives for Students - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 3: All students will participate in a health fair held on campus.

Evaluation Data Sources: Health fair flyers and pictures

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in a health fair on Friday, October 29th, where they will learn how to keep their body and minds healthy. Strategy's Expected Result/Impact: Students will learn about healthy lifestyles for their body and mind. Staff Responsible for Monitoring: Wraparound Specialist and Nurse Action Steps: 1. Wraparound specialist and nurse work together to plan Health Fair - reaching out to local business members. 2. Plan for the Health Fair is shared with all staff members. 3. All students participate in the Health Fair. Title I Schoolwide Elements: 2.5		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Board Goal 5: N/A - Additional Campus Goals


Goal 4: SPECIAL POPULATIONS: By the end of the 2021-2022 school year, at least 70% of special populations will meet target, according to Domain 3.


Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent


Measurable Objective 1: Students classified as EL will achieve growth on TELPAS at end of year.


Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

Strategy 1 Details		Reviews			
Strategy 1: Teachers will administer the ELD assessment to students throughout the year, in order to monitor students' linguistic progress, and create action plans for sheltered instruction support needed based on data. Strategy's Expected Result/Impact: Students proficiency with the English language will improve, and more students will be able to exit the program by the end of their 5th grade year. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Plan for ELD assessment on calendar. 2. Share purpose of ELD assessment with teachers. 3. Monitor students while taking the assessment and provide individual feedback to students, based on ELD results. 4. After each assessment, analyze the data and make individual action plans for students, in regards to accommodations needed. 5. Provide professional development to teachers on effective sheltered instruction strategies and monitor implementation in classrooms. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Student Learning

Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

School Processes & Programs

Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. **Root Cause:** Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. **Root Cause:** The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.





Measurable Objective 2: Students, classified as GT, will show 1 years academic growth on Universal Screener and/or STAAR Assessments.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers create and implement GEP plan for all GT students and monitor students' growth on Ren360 assessments. Strategy's Expected Result/Impact: GT students will show growth of at least 1 year based on Ren360 data. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Identify GT students. 2. Create individual GEP plans for each GT student. 3. Monitor their data during all Data PLCs, looking specifically at the growth being made on Ren360. 4. Adjust GEP plans, as needed, based on data. Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 3: Students, classified as Dyslexia, will show consistent academic growth on Universal Screener Assessments.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide accommodations to students identified as Dyslexia, as well as plan for interventions to meet students' needs. Strategy's Expected Result/Impact: Students classified as Dyslexia will show growth in independent reading levels, as shown on BRR. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Identify students in class that are identified with Dyslexia. 2. Plan for accommodations for these students. 3. Provide small group support utilizing effective strategies for students identified with Dyslexia. 4. Monitor student growth with independent reading levels, as shown on BRR, and make adjustments to intervention plan, as needed. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Saxon Phonics Foundational program - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.
School Processes & Programs
Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.

Board Goal 5: N/A - Additional Campus Goals


Goal 5: PARENT and COMMUNITY ENGAGEMENT: By the end of school year 2021-2022, we will have at least 2 family events and monthly Parent Meetings (Coffee with the Principal).


Strategic Priorities: Expanding Educational Opportunities


Measurable Objective 1: We will hold an Family Literacy Night and Family Math/Science Night, to create a connection between school and home learning.


Evaluation Data Sources: Calendar, Class Dojo invitations, Sign In sheets, Surveys from parents & teachers after events

Strategy 1 Details		Reviews			
Strategy 1: Teachers will plan engaging stations for the Family Literacy Night and Family Math/Science Night, in order to encourage families and students to attend, and to provide resources to families to use at home to create a home-school connection. Strategy's Expected Result/Impact: Increased parental involvement, which provides a greater opportunity for increased academic achievement. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Plan nights on 2021-2022 school calendar. 2. Teachers sign up for committees. 3. Hold meetings with committees leading up to event. 4. Order materials/supplies needed for event to be successful. 5. Publicize event to students and families. 6. Receive feedback from parents and teachers in order to make adjustments for future family events. Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Materials/Resources for Stations - 2110000000 - Title I Basic Programs - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

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 Discontinue

Measurable Objective 1 Problems of Practice:





Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 2: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Student Learning
Problem of Practice 1: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.
Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 3: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.
School Processes & Programs
Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Problem of Practice 4: Our students transition from 3rd grade Bilingual to a 4th grade ESL classroom causes gaps in understanding. Root Cause: The incorporation of Sheltered Instruction strategies in all content areas was not evident, as well as an understanding of the purpose of the Bilingual classrooms, which is to build and strengthen both the Spanish and English languages preparing students to move into a transitional classroom.
Problem of Practice 6: 3rd and 4th grade math is consistently performing lower than 5th grade math. Root Cause: Students moving from 2nd to 3rd grade are not fully prepared for the demands of 3rd grade. There is a transition in languages from 3rd to 4th grade for a cohort of students.
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 2: We will hold monthly Parent Meetings (Coffee with the Principal) to engage parents and create a home/school connection.

Evaluation Data Sources: Calendar, Class Dojo invitations, Sign In sheets, Surveys at MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: Plan monthly Coffee with the Principal meetings, in conjunction with FACE specialist, to provide parents with important school information, as well as additional supports to bridge the home-school connection. Strategy's Expected Result/Impact: Parental involvement will increase, which will have an impact on increased student academic achievement. Staff Responsible for Monitoring: FACE specialist, Wraparound Specialist, Principal Action Steps: 1. Plan the monthly meetings on 2021-2022 school calendar. 2. Meet with Wraparound Specialist and FACE Specialist to plan topics for events. 3. Publicize events to families. 4. Share PPT with all families after event. 5. Work to update title 1 Parent Engagement Policy and share out with all families. Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Measurable Objective 3: Class Dojo - connect at least 90% of families by October 1st.

Evaluation Data Sources: Class Dojo app

Strategy 1 Details		Reviews			
Strategy 1: Teachers will work closely with families to connect them to Class Dojo - our school-wide communication app, in order to help bridge the home-school connection. Strategy's Expected Result/Impact: Increased parental involvement and communication between parents and teachers, which results in increased academic achievement. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Provide professional development on Class Dojo to all staff members during Pre-Service. 2. Check in with teachers on connection of families to Class Dojo. 3. Share Class Dojo join link with families as they register new students. Title I Schoolwide Elements: 3.2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 4: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
School Processes & Programs
Problem of Practice 7: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.
Perceptions
Problem of Practice 1: We are still building the culture and community that is within our school walls to extend to our parents and families. Root Cause: Last year with the limiting of events and meetings in person, families felt isolated from the school and not a part of the community.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: 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, 2021.

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

Estimated number of students to be screened:

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.





Strategy 1 Details		Reviews			
Strategy 1: Nurse checks all immunization records and contacts families with students in need of immunizations. Strategy's Expected Result/Impact: 100% immunization compliance Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Nurse checks immunization records of all new families and returning families. 2. Nurse contacts families with students needing updates to immunizations. 3. Nurse connects families with providers, if necessary.		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, & 5 (180 students) will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened:

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.





Strategy 1 Details	Reviews			
Strategy 1: Nurse creates a schedule to ensure all Vision Screenings are completed in a timely manner, providing time for makeups, as needed. Strategy's Expected Result/Impact: 100% Vision Screening compliance Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Nurse creates a schedule in order to complete all Vision Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, & 5 (180 students) will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

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.





Strategy 1 Details	Reviews			
Strategy 1: Nurse creates a schedule to ensure all Hearing Screenings are completed in a timely manner, providing time for makeups, as needed. Strategy's Expected Result/Impact: 100% Hearing Screening Compliance Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Nurse creates a schedule in order to complete all Hearing Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 (82 students) will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:





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.

Strategy 1 Details	Reviews			
Strategy 1: Nurse creates a schedule to ensure all Diabetes Screenings are completed in a timely manner, providing time for makeups, as needed. Strategy's Expected Result/Impact: 100% Diabetes Screening compliance Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Nurse creates a schedule in order to complete all Diabetes Screenings. 2. Nurse shares the schedule with all staff involved. 3. Based on results, nurse contacts families.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 5: 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 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team





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.

Strategy 1 Details	Reviews			
Strategy 1: Nurse creates a daily schedule, ensuring time is planned for medication administration of specific students, and shares the schedule with teachers of students. Strategy's Expected Result/Impact: Students will receive their medication needs on a timely basis. Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Create daily schedule. 2. Contact families of students needing medication administration to ensure all paperwork is provided. 3. Share schedule and needs with teachers, as needed.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 6: 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:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Nurse will plan in monthly schedule for AED monthly maintenance checks and will contact appropriate personnel if needs arise for AED machine. Strategy's Expected Result/Impact: 100% compliance with AED monthly maintenance checks Staff Responsible for Monitoring: Nurse Perez, Principal Action Steps: 1. Nurse plans when Monthly Checks will take place. 2. Nurse conducts checks. 3. Nurse conducts appropriate personnel, as needed.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: 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: Students will participate in PE Enrichment classes weekly for at least 120 minutes.

Evaluation Data Sources: Classroom Schedules

Strategy 1 Details	Reviews			
Strategy 1: PE Enrichment will be a part of the Enrichment rotation for all students. Strategy's Expected Result/Impact: Students will participate in regular planned physical activity in an effort to prevent obesity, cardiovascular disease, and Type 2 diabetes. Staff Responsible for Monitoring: PE Coach, Principal Action Steps: 1. Create enrichment schedule rotation. 2. Share schedule with teachers. 3. Monitor PE lessons to ensure physical activity is consistent. Title I Schoolwide Elements: 2.5 Funding Sources: PE Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Measurable Objective 2: Students will have at least 20 minutes of free Recess play, per day.

Evaluation Data Sources: Daily Schedules

Strategy 1 Details	Reviews			
Strategy 1: Students will have the opportunity to participate in at least 20 minutes of recess daily, and have an opportunity to use a variety of materials to encourage physical activity (hula hoops, soccer balls, hop scotch, etc.). Strategy's Expected Result/Impact: Students will participate in regular physical activity daily in an effort to	Formative			Summative
	Nov	Jan	Mar	June

prevent obesity, cardiovascular disease, and Type 2 diabetes.

Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal

Action Steps: 1. Create recess schedule. 2. Share schedule with teachers. 3. Purchase supplies to encourage physical activity during recess.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: Nurse will teach at least 1 healthy habits lesson to all PreK-5th grade students by the end of the 2021-2022 school year.

Evaluation Data Sources: Nurse lessons, pictures of nurse teaching

Strategy 1 Details	Reviews			
Strategy 1: Nurse will work with teachers to plan a time to teach at least 1 healthy habits lesson to all students in PreK-5th grade. Strategy's Expected Result/Impact: Students will learn how to make healthy decisions and turn those decisions into healthy habits. Staff Responsible for Monitoring: Nurse, Principal Action Steps: 1. Nurse works closely with teachers to create a schedule to teach lessons in classrooms. 2. Nurse delivers lessons to students.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Board Goal 5: N/A - Additional Campus Goals

Goal 8: SCIENCE: By the end of the 2021 - 2022 school the percent of students who scored at Approaches on STAAR Science, will be at least 76% or higher, with 44% at Meets and 21% at Masters.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: District Snapshots will display that at least 76% of our students are at "Approaches" or higher, with at least 44% at "Meets" or higher.

Evaluation Data Sources: Teacher Data Trackers, Data Walls in PLC room, Admin Observations and Feedback





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 5th grade teacher will create and implement action plans based on Snapshot data during PLC, which includes small group interventions/instruction daily for all students.</p> <p>Strategy's Expected Result/Impact: 5th grade teacher will be prepared to provide students with interventions based on data, as well as incorporate spiraling TEKS during workstations and Do Nows. Teacher will use CFUs and Exit Tickets during lessons to monitor the improvement of students' mastery on TEKS identified as needing more work. Students will meet growth targets on District Snapshots throughout the year and will be prepared for success in the following grade level.</p> <p>Staff Responsible for Monitoring: Teacher, Teacher Specialists, Principal</p> <p>Action Steps: 1. Administer Snapshot 1 assessment to all students. 2. Analyze data in PLC in a timely manner and create action plan, including small group supports and whole group reteaching needs. 3. Implement action plan consistently. 4. Monitor student mastery of skills identified. 5. Administer CFUs and Exit Tickets to determine mastery of TEKS. 6. Based on data, conduct Professional Development on effective strategies for specific TEKS, and adjust PLC schedule based on data needs. 7. Provide frequent walkthrough feedback to teachers, in order to improve Tier 1 instruction. 8. Begin after school tutoring targeted to students needing additional support, based on data.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Science FOSS Kits - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$25,320</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 3: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.</p>
Student Learning
<p>Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 4: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.</p> <p>Problem of Practice 5: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p>
School Processes & Programs
<p>Problem of Practice 1: During the 2020-21 school year, RTI fidelity was inconsistent across the campus. Root Cause: Select teachers struggled with providing intervention to virtual students and/or with providing intervention without the usual resources of small-group tables and manipulatives.</p> <p>Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.</p> <p>Problem of Practice 5: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.</p>
Perceptions
<p>Problem of Practice 2: While the campus has found new and successful implementations to engage students in the learning - face-to-face and virtual amidst the challenges over the course of the Covid-19 pandemic last year, student enrollment continues to decrease. Root Cause: The school is surrounded by 3 neighborhood schools and a charter school 2 blocks away. Furthermore, parents' uncertainty to their child's health and safety along with families mobility during the pandemic have influenced the downturn of enrollment.</p>

Measurable Objective 2: PreK-5th grade teachers will implement at least 1 hands-on science lab with students per week.

Evaluation Data Sources: Lesson plans, walkthroughs





Strategy 1 Details		Reviews			
Strategy 1: Teachers will use FOSS kits to plan hands-on science labs with students, at least 1 time per week. Strategy's Expected Result/Impact: Students will grow in their understanding of the science content, which will improve our achievement when students take the 5th grade Science STAAR assessment. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Share expectation with all teachers. 2. Purchase materials to support teachers in planning hands-on lab. 3. Monitor lessons during science to observe and provide feedback during the science block. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: FOSS Kits - 1991010003 - General Fund - Small School Subsidy - 6300 - Supplies and Materials - \$25,320		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
Student Learning
Problem of Practice 2: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.
School Processes & Programs
Problem of Practice 3: More than half of the school population are LEP students. Speaking English as a second language can be quite an obstacle for students. In addition, students who are not identified as limited English proficient rely heavily on Spanish as their primary language at home. Root Cause: Most of our parents or guardian have limited language to communicate in English or are only able to communicate in Spanish; thus, students revert to speaking Spanish in communicating with family members at home. With limited opportunities for English language and academic support at home, this influenced the improvement of students' English language proficiency.

Measurable Objective 3: 80% of students in 1st-4th grade will have a grade of 80 or higher in science by the end of the 2021-2022 school year.

Evaluation Data Sources: Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Teachers will monitor students' grades in science and analyze the data related to the grades to create next steps that will support students' success in the science content area. Strategy's Expected Result/Impact: Increased achievement in science, which has an impact on students' academic achievement in other content areas, such as reading and math Staff Responsible for Monitoring: Teachers, Teacher Specialists, Principal Action Steps: 1. Breakdown teacher schedules to include the 5E Science lesson model. 2. Provide planning support to teachers in the area of science. 3. Monitor students' grades each 6 weeks. 4. Based on grades' data, create a plan to improve grades in science. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

State Compensatory

Budget for 166 John R. Harris Elementary School

Total SCE Funds: \$81,080.11

Total FTEs Funded by SCE: 4.25

Brief Description of SCE Services and/or Programs

About \$66,500 of the State Compensatory Budget is to fund 2 teachers (PreK-Bilingual and EC4 - ESL). The remaining about \$14,500 budget is split between the following funds - Substitutes (for teachers to attend PD), General Supplies (to purchase additional classroom and afterschool materials and supplies to support guided reading and math and workstations), Extra Pay - Teachers (for After School tutorials and Professional Development), and Hourly Pay (for an hourly after school position).

Personnel for 166 John R. Harris Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Abendanio, Annabelle Pabilona	Tchr, EC-4	1
Carwell, Neka P	Tchr, ESL Elementary	1
Lopez Sanchez, Tania	Tchr, Bilingual EC-4	1
Vacant	Lecturer, Hrly -ND Crit Skills	0.25
Velez, Victoria Eugenia	Sr Academic Tutor-10M	1

Title I Schoolwide Elements

ELEMENT 1. SWP 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 the use of federal dollars align with program requirements and the needs of students.

A number of stakeholders - including the principal, teacher specialists, and teacher leaders - have analyzed the school's data from the past several years. STAAR scores, district assessment data (snapshot, district-level assessments, benchmark running records, high frequency words, etc.), and attendance data have been the primary focus areas of data analysis. Through this collaborative process, a number of needs have emerged, with reading and math as the two priority areas for the 2021-2022 school year (more detail regarding these priority needs is provided below). After identifying these need areas, collaborative teams have developed strategies to maximize instructional efficacy in these areas in the upcoming school year, including establishing goals for student performance and developing teacher-led professional development to be provided to the staff beginning during preservice and throughout the year during PLCs and Faculty Meetings.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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 with the development of this plan in the following ways:

1. Literacy Task Force Action Plan - The plan involves reading and writing support in all content areas and for all students, including ELLs, in an effort to increase reading and writing achievement for students in grades PreK-5.
2. Academic Tutors - Academic tutors will be used during the school day to provide interventions to students based on data needs. The tutors will be trained by the Teacher Specialist, so the interventions match the needs of the students.
3. Guided Reading and Math - All teachers will be expected to work with students in small group settings based on their needs, while the remaining students are working on pre-planned, engaging workstations.
4. PBIS - We expanded our PBIS efforts this year, in conjunction with the Sanford-Harmony SEL program, to support students in behavior management.

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:

- Reviewing student data regularly, including snapshots, progress monitoring, and in class exit tickets, and create action plans to target skills needed
- Review writing samples and determine next steps based on observations
- Have monthly RTI/IAT meetings to ensure we are meeting the needs of our Tier 2 and 3 students
- Have monthly PBIS meetings to review our efforts and make decisions on ways to expand and/or improve based on needs of campus
- Conduct frequent walkthroughs in classrooms to observe Guided Reading and Guided Math in action and provide praise and actionable feedback to teachers

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

The SIP is available to parents in the following locations: School Website, Class Dojo

The SIP was made available to parents by: School Website, Class Dojo, Coffee with the Principal

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:

- Embedded RTI block in all grade levels
- Academic Tutor support for 4th-5th graders (Accelerated Learning)
- Research based RTI programs for Reading and Math
- Time in schedule for Guided Reading and Guided Math daily

2.5: Increased learning time and well-rounded education

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

- After school program
- After school tutoring - starts in Spring
- RTI block
- Additional Tutor and TA support for small groups

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: Through PLCs, teachers are able to grow in their practices, as well as have a chance to receive feedback from others through At Bats. Weekly walkthroughs and feedback in classrooms.
- Proficient Tier 1 explicit instruction taking place in all content areas: Observed during walkthroughs in the classroom and planned for during optional Tuesday planning with Teacher Specialists, as well as through PLC focus areas.
- Small Group Instruction based on student data needs: Guided Reading and Guided Math is built into all teachers' schedules and will be observed and provided feedback on. In addition, the RTI block is built into all schedules, in order to protect that time for our Tier 2 and Tier 3 students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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:

- Parents, Teachers from SDMC committee

The PFE was distributed

- On the campus website and Class Dojo
- To all students at school on September 22nd.

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Family Nights - Literacy Night, Math/Science Night
- Open House
- Volunteer Opportunities
- Consistent Communication through Class Dojo

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 10 at 9 am
- Meeting #1 Alternate - September 17 at 4 pm
- Meeting #2 - October 12 at 4 pm
- Meeting #2 Alternate - November 5 at 9 am
- Meeting #3 - January 25 at 4 pm
- Meeting #3 Alternate - February 4 at 9 am
- Meeting #4 - March 11 at 9 am
- Meeting #4 Alternate - April 1 at 9 am

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jessica Rivero	Principal
Classroom Teacher	Sylvia Jackson	3rd grade Teacher
Paraprofessional	Deborah Pena	Teaching Assistant
Classroom Teacher	Isabel Mora	2nd Grade Teacher / Title 1 Coordinator
Classroom Teacher	Erica Moshay	SPED Teacher
Classroom Teacher	Carla Paige-Willis	PreK Teacher
Non-classroom Professional	Rosalyn Panza	Teacher Specialist
Business Representative	Gabriella Perez	Eco-Services Partner
Parent	Nora DelBosque	Parent Rep / PTO Board