

Houston Independent School District
219 Piney Point Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Piney Point Elementary School is to provide a safe and supportive learning environment where all scholars are challenged to reach their full potential.

School Motto

Everyone Learning, Everyone Leading

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problems of Practice	10
Comprehensive Needs Assessment Data Documentation	11
Board Goals	13
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.	14
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.	19
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.	23
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.	27
Board Goal 5: N/A - Additional Campus Goals	31
Targeted Support Measurable Objectives	51
State Compensatory	52
Budget for 219 Piney Point Elementary School	53
Personnel for 219 Piney Point Elementary School	53
Title I Schoolwide Elements	53
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	54
1.1: Comprehensive Needs Assessment	54
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	54
2.1: Campus Improvement Plan developed with appropriate stakeholders	54
2.2: Regular monitoring and revision	54
2.3: Available to parents and community in an understandable format and language	55
2.4: Opportunities for all children to meet State standards	56
2.5: Increased learning time and well-rounded education	56
2.6: Address needs of all students, particularly at-risk	57
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	58
3.1: Develop and distribute Parent and Family Engagement Policy	58
3.2: Offer flexible number of parent involvement meetings	59
Title I Personnel	59
Campus Shared Decision Making Committee	60

Comprehensive Needs Assessment

Demographics

Demographics Summary

Our enrollment is 1,167 scholars from Pre-K to 5th grade. The scholar population is 11% African American, 81% Hispanic, 3% Caucasian, 4% Asian and .9% Other. 99.8% of our scholars are economically disadvantaged and 83% are English Learners (ELs), which is above the district average. 96.4% of our scholars are at-risk, which is above the district and state average.

Our school is comprised of 115 staff members which includes 99 female and 16 male employees. Our principal and 2 assistant principals account for school leadership. Our professional staff totals 69 which includes classroom teachers, Special Education, ancillary teachers, teacher specialists, interventionists, counselors, wrap around specialist, speech teacher, diagnostician, and dyslexia teacher. Piney Point employs 46 support staff members such as computer tech, educational aides/assistants, special education aides/assistants, part-time interventionists, office staff, a nurse, custodial staff, cafeteria staff, and crossing guards.

The teachers at Piney Point are ethnically diverse with the average years of teaching experience being 17 years and 14 years with Houston ISD. The 2021-2022 school year, began with change in school leadership and a large number of staff turn over. We hired a principal, 2 assistant principals, 9 new teachers, IAT teacher specialist, an SIR, and a special education co-teacher. We are in the process of hiring two teacher assistants, a nurse, and a PALS teacher.

Piney Point Elementary School is located and surrounded by businesses with almost all students residing in area apartment complexes. Our most active business partner is the Memorial Drive Presbyterian Church, whose volunteers comprise the majority of our Read Houston Read program; in addition to, tutoring students, supporting our family nights, and providing one work-day per week to assist teachers with copying, laminating, and other projects.

In addition, Piney Point has been honored with many awards and donations. We are proud to be an Eco-School with several student-led initiatives on campus such as Monarch Heroes and Thursday recycling to name a few. As an Eco-school, we have been awarded the Green Flag Award by Texas Parks and Wildlife and the Mayor's Proud Partner Award. Since 2018, CYCLE donated bikes and helmets for every second grader that met their Renaissance reading goal and we were the Texas Language and Literacy State Champions. Finally, we have been a gold certified Family Friendly School since 2016 and a certified Platinum Family Friendly School school awarded for the 2019-2020 and the 2020-2021.

Demographics Strengths

Piney Point is strong because many of the positions were offered to staff members who were ready to take on new teaching and leadership skills. Many of our teacher assistants have become excellent teachers, and many teachers have become administrative leaders on our campus. Our staff works together as a team and we come together to support each other when needed both instructionally and personally. Our community views us in a positive, academic light

and are willing to offer support. We are always looking for areas to grow the whole child not only academically, but also seeking experiences outside the classroom.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 2 (Prioritized): Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. **Root Cause:** Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.

Problem of Practice 3 (Prioritized): Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Student Learning

Student Learning Summary

The data used for our needs assessment is derived directly from the results of STAAR, as well as, the TEA Accountability tables, HISD Dashboard, PEIMS, and HISD Connect. Our scholars' performance on STAAR, which focuses on readiness for success in subsequent grades and courses, as well as, on college and career readiness, was at 44% in Math, 55% in Reading, 32% in Writing, and 36% in Science. Historically, our Math STAAR scores are higher than our Reading scores. This year we saw a 30% decline in Math scores while the deficit in reading was at 12%. Our writing scores declined by 21%. Notably, our Science scores decreased by 7%. Regarding the STAAR Performance Status, our African American population did not meet the target Reading Score by 9% and did not meet the target Math score by 17%. Our Hispanic population did not meet the Reading by 12% nor did they meet Math target score by 18%. Our Economically Disadvantaged population did not meet either target goal with a decrease in the Reading Score of 8% and the Math Score of 15%. Our EL population did not meet both targets with a 4% decline in Reading and 17% decline in Math. Finally, our Special Education students did not meet both STAAR Performance targets in Reading by 2% and Math 2%. As we looked at all test data, it became apparent that the majority of our students are still struggling with academic vocabulary in all subject areas, especially Science. In addition, reading acquisition, comprehension, and writing will continue to be major focuses since all scholars did not meet the target scores in reading, writing, math, and science.

Student Learning Strengths

The most notable strength is that many of our scholars are excited to be back and want to learn. Teachers are helping scholars develop attainable learning goals. Another strength is the staff looking at data and learning gaps and creating a focused plan to help meet the needs of our scholars. We will be incorporating a daily intervention hour for all grade levels from Kindergarten-fifth grade. We have been meeting to develop the best ways to utilize staff and materials. The Piney Point educators have a lot of work ahead and are up for the challenge. Another strength for our scholars is their parents. We will hold our Open House and other parents meetings to provide parents with materials and other ways they can support their scholars at home. We all have to work together to help our scholars.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Problem of Practice 2 (Prioritized): We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

School Processes & Programs

School Processes & Programs Summary

Piney Point offers many instructional and curricular opportunities to all staff members, students, and families. We offer the following:

- **Imagine Language and Literacy** has been used by Piney Point for at least 5 years. We have received many awards for our usage and scholar growth, in addition, many scholars have earned recognition and prizes for their work. We also had a newcomer represent the company because of the tremendous growth he made acquiring the English language. All scholars are required 20 minutes daily.
- **Imagine Math and Imagine Facts** is used by all scholars 20 minutes daily.
- **HMH**
- **GoMath**
- **STEMScopes**
- **Accelerated Reader** is used by Kinder-second grade teachers. The teachers set goals for scholars and they receive dog tags, prizes and an end of the year luncheon for meeting their goals.
- **CYCLE** donated bikes and helmets for every second grader that meets their Renaissance reading goal
- **Monarch Heroes** is supported by first grade student efforts. They collect funds for the keep our butterfly gardens. Our school is a certified Monarch area.
- **Eco-Schools** provides opportunities for scholars to learn about recycling efforts. We have won the Green Flag award for our efforts.
- **Texas Outdoor Family Program** provides Piney Point families the opportunity to participate in 2 activity-filled weekends designed to help families discover the enjoyment of camping and Texas State Parks.
- **Marathon Kids** is a walking/jogging 26.5 mile goal opportunity for each classroom. Teachers are provided with goal sheets and track their classes walk/jog around the track. We celebrate at the end of each school year with prizes and t-shirts for students.
- **Fuel Up 360**
- **Piney Point Parent Teacher Organization** meets monthly.
- **Brighter Bites** provides fruits and vegetables to Piney Point families 4-6 times per semester. Teachers are given a bag of fruit and vegetables in order to teach students about healthy eating.
- **Backpack Buddy** provides participating scholars every Friday with a bag of food to take home for the weekend.

Piney Point has a great reputation. Staff members are treated with respect and like family. Several staff members who transferred to other schools or districts have requested to return. Leadership opportunities are granted to teachers and staff who are willing to take on a new challenge and increase their skills. New staff members are assigned an experienced staff member for support, in addition to assistance from the administrative team. All administrators have an open door policy and staff members feel comfortable speaking about issues or needs. If any staff member needs materials, we do our best to supply them with what is needed to do the best job, as long as it is tightly aligned to our learning goals. We live by our school motto "Everyone Learning, Everyone Leading."

School Processes & Programs Strengths

As stated before, we grow our own by providing opportunities for all staff members willing and wanting to learn. We advertise all opportunities for advancement needed at our school or within HISD. Many of our staff member are life long learners.

Many of our staff members are proficient in using our programs or have a vested interest in ensuring its success. All teachers support each other through individual or whole group support. If we do not know something, then we ask the administrative team to find an expert to offer professional development opportunities during PLCs or other designated days. We strive to be the best.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): A large majority of scholars are not meeting Approaches. **Root Cause:** First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Problem of Practice 2 (Prioritized): We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3 (Prioritized): Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions

Perceptions Summary

At Piney Point Elementary, we educate the whole child. Our number one focus is first instruction driven by TEKS and data. Our dedicated teachers work as a team to develop lessons using the HISD planning guides. During PLCs, we focus on areas where academic growth is needed and provide staff development opportunities. We have teacher specialists and master teachers modeling lessons and debriefing after lessons. Our administrators support teachers through coaching and having an open door policy. We also offer parents opportunities for students who need more support by offering after school tutorials. We offer STEAM and fine arts opportunities. All staff members work as family providing support whenever it is needed.

Perceptions Strengths

Our major strength is our staff. We could not meet our goals or have the programs at our school without the knowledge, dedication, and love for the whole child mentality that our staff believes in.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 2 (Prioritized): We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3 (Prioritized): Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Priority Problems of Practice

Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas.

Root Cause 1: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

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

Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations.

Root Cause 2: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters.

Root Cause 3: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

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

Problem of Practice 4: A large majority of scholars are not meeting Approaches.

Root Cause 4: First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 5: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years.

Root Cause 5: Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- 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
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

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: ELAR

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Scholars in grades 3-5 achieving Approaches or Above in reading will increase from 55% to 65% as measured by the 2022 STAAR reading assessment. Evaluation Data Sources: 1. Exit Tickets/CFUs 2. End of unit TEKS Assessments (OnTrack) 3. Small group anecdotal notes (digital data binder) 4. Imagine Language and Literacy Growth Reports 5. PLC sign-in sheets 6. Walkthroughs 7. BRR and REN360-BOY, PM, MOY, PM, EOY 8. Mock STAAR results (March) 9. STAAR assessment results 2022 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement the HISD Reading and Writing Workshop components of word study, guided reading and/or book clubs/literature circles, independent reading, and workstations as outlined in the UPGs with fidelity with the inclusion of Kagan, Lead4Ward, and ELlevation strategies.

Strategy's Expected Result/Impact: Scholars will gain decoding and comprehension skills such as elements of a story, making inferences, and summarizing to analyze text and to produce written evidence of their reading .

Staff Responsible for Monitoring: LaFocia Maxie, Assistant Principal

- Action Steps:**
- *Schedule PLC for teachers on how to implement Reading Workshop components incorporating Kagan, L4W, and ELlevation strategies
 - *Use The Next Step Forward in Word Study and Phonics to supplement word study component, The Next Step Forward in Guided Reading to supplement guided reading component, The Writing Strategies and Patterns of Power books to supplement writing instruction
 - *Train A-team and teachers how to keep a digital data binder in Google Docs
 - *Model and record exemplar lessons for teachers to reference
 - *Plan with teachers on how to implement reading workshop during a PLC
 - *Review and plan with teachers how to incorporate the first 15 days of reading during a PLC
 - *A-Team meets to discuss observation walkthrough expectations-develop observation form
 - *PLC meeting to be held 2 times a month

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, Improve low-performing schools - **Targeted Support Strategy**

Funding Sources: Accelerated Reader - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - \$3,610, Library Books - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$20,000, Scholastic News - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,430

Strategy 2: Implementation of small group instruction power hour from 7:30-8:30 daily for Tier 2 and Tier 3 scholars in Kindergarten through fifth grade.

Strategy's Expected Result/Impact: Focused, researched-based instruction to help close the learning gap encountered during the pandemic.

Staff Responsible for Monitoring: LaFoscia Maxie, Assistant Principal; Deirdre Riordan, Assistant Principal; Cynthia Salas, Teacher Specialist, and Nikki Lahana, Teacher Specialist

Action Steps: *Schedule PLC for teachers, interventionists, ancillary teachers, and teacher assistants focusing on the implementation and planning for small group expectations

*Train interventionists and teacher assistants- how to keep a digital data binder in Google Docs

*Plan with interventionist and teacher assistants using The Next Step Forward in Interventions during PLCs

*Model and record exemplar lessons to reference

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: Mentoring Minds - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$18,647

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.
Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. Root Cause: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.
Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Student Learning
Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
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Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

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Measurable Objective 2 Details

Reviews

Measurable Objective 2: Scholars in grades Kinder-5th grades will use Imagine Language and Literacy for a minimum of 20 minutes five days a week to move from tier 3 to tier 2 and from tier 2 to tier 1 as evidenced at EOY of the 2021-2022 school year.

- Evaluation Data Sources:**
1. Growth reports MOY and EOY
 2. Usage reports MOY and EOY

HB3 Board Goal

Formative			Summative
Nov	Jan	Mar	June

Strategy 1: ELA Teachers and interventionists will use the individualized instruction offered through the interactive program to individualize small group instruction.

Strategy's Expected Result/Impact: Scholars reading skills and levels will increase.

Staff Responsible for Monitoring: David Nguyen, Instructional Technology
Cynthia Salas, Teacher Specilaist

Action Steps: *Schedule PD for teaching staff using Imagine Language and Literacy reports to support instruction or attend trainings offered by the district on PD days
*Discuss how to track student progress using IM reports and use instructional tools

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

Measurable Objective 2 Problems of Practice:

Demographics

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School Processes & Programs

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Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 80% of our scholars in each grade level from Kinder-2nd will pass the High Frequency Word Evaluation by the 2nd administration of the exam . Evaluation Data Sources: 1. Campus OnTrack HFWE report HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Strategy 1: All scholars in grades Kinder-2nd grade will be given opportunities to practice HFWs during Word Study and small group instruction or at home using word cards.

Strategy's Expected Result/Impact: Students will learn their grade level HFWs and increase independent reading level.

Staff Responsible for Monitoring: Nikki Lahana, Teacher Specialist

Action Steps: *Schedule PLC for teaching staff on how to incorporate in whole group and small group instructional activities

*Parent Meeting presenting HFWs and how to support at home learning

*Discuss how to track student progress and when to progress monitor

*Model and record exemplar lessons to reference

Measurable Objective 3 Problems of Practice:

Demographics
<p>Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p> <p>Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. Root Cause: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.</p> <p>Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p>
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Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 2: Our campus goal goes here.

Strategic Priorities: Expanding Educational Opportunities

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: MATH

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Scholars in grades 3-5 achieving Approaches or Above in math will increase by 15% as evidenced by the math STAAR assessment in 2022. Evaluation Data Sources: 1. Ren360 Data 2. Exit Tickets/CFUs 3. District Assessments 4. OnTrack Reports 5. Anecdotal notes (digital data binder) 6. Math Journals 7. Imagine Math reports 8. PLC sign-in sheets 9. Walkthroughs 10. Mock Math STAAR (March) 11. 2022 STAAR Math assessment HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Use Math curriculum guides and assessments including Guided Math (Daily 3) with fidelity incorporating Kagan, Lead4ward, and ELlevation strategies.

Strategy's Expected Result/Impact: Scholars will gain basic math skills to support their thinking when addressing more complex concepts to produce evidence of their learning.

Staff Responsible for Monitoring: Deidre Riordan, Assistant Principal

Action Steps: *Schedule PLC focusing on implementation of Daily 3 components including Kagan, L4W, and ELlevation strategies

*Use The Daily 3 to supplement Guided Math component

*Train A-team and teachers how to keep a digital data binder in Google Docs

*Model and record exemplar virtual lessons for teachers to reference

*Plan with teachers on how to implement Guided Math during a PLC

*A-Team meets to discuss observation walkthrough expectations-develop observation form

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

Strategy 2: Utilize and effectively implement the use of interactive notebooks/journals as a teaching tool and student resource.

Strategy's Expected Result/Impact: Scholars will learn to take notes, organize a notebook, and use the notebook as a reference tool and study guide.

Staff Responsible for Monitoring: Deidre Riordan, Assistant Principal

- Action Steps:** *Assess teachers' understanding of the components of an effective interactive notebook via a survey using MS Forms
 *Schedule PD for teachers on how to develop and implement an interactive notebook including Kagan, L4W, and ELlevation strategies in Teams
 *Showcase exemplar interactive notebooks and record exemplar virtual lessons for teachers to reference
 *Plan with teachers on how to use an interactive notebook during a face to face and/or virtual PLC
 *A-Team meets to discuss face to face/virtual observation walkthrough expectations-develop observation form

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

Strategy 3: Implementation of small group instruction power hour from 7:30-8:30 daily for Tier 2 and Tier 3 scholars in Kindergarten through fifth grade.

Strategy's Expected Result/Impact: Focused, researched-based instruction to help close the learning gap encountered during the pandemic.

Staff Responsible for Monitoring: Deidre Riordan, Assistant Principal; Cynthia Salas, Teacher Specialist, and Nikki Lahana, Teacher Specialist

- Action Steps:** *Schedule PLC for teachers, interventionists, ancillary teachers, and teacher assistants focusing on the implementation and planning for small group expectations
 *Train interventionists and teacher assistants- how to keep a digital data binder in Google Docs
 *Plan with interventionist and teacher assistants using The Next Step Forward in Interventions during PLCs
 *Model and record exemplar lessons to reference

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Funding Sources: Mentoring Minds - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$18,647

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.
Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. Root Cause: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.
Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Student Learning
Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.
School Processes & Programs
Problem of Practice 1: A large majority of scholars are not meeting Approaches. Root Cause: First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

School Processes & Programs

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Measurable Objective 2 Details

Reviews

Measurable Objective 2: Scholars in grades Kinder-5th grades will use Imagine Math for a minimum of 20 minutes five days a week to move from tier 3 to tier 2 and from tier 2 to tier 1 as evidenced at EOY of the 2021-2022 school year.

Evaluation Data Sources: 1. Growth reports MOY and EOY
2. Usage reports MOY and EOY

HB3 Board Goal

Formative			Summative
Nov	Jan	Mar	June

Strategy 1: Math Teachers and interventionists will use the individualized instruction offered through the interactive program to individualize small group instruction.

Strategy's Expected Result/Impact: Scholars math skills and tier movement will increase.

Staff Responsible for Monitoring: David Nguyen, Informational Technology

Action Steps: *Schedule PD for teaching staff using Imagine Language and Literacy reports to support instruction or attend trainings offered by the district on PD days

*Discuss how to track student progress using IM reports and use instructional tools

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





Measurable Objective 2 Problems of Practice:

School Processes & Programs

Problem of Practice 1: A large majority of scholars are not meeting Approaches. **Root Cause:** First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 85% of our 4th and 5th grade scholars will be exposed to understanding financial literacy concepts. Evaluation Data Sources: 1. Daily attendance during the Junior Achievement visit 2. Student survey after visit	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: The Junior Achievement Team will inform and educate our 4th and 5th grade students regarding financial literacy.

Strategy's Expected Result/Impact: Our students will share their new knowledge with their parents and continue to use what they have learned.

Staff Responsible for Monitoring: Teachers
Deirdre Riordan, Assistant Principal

Action Steps: 1. Schedule Junior Achievement
2. Supply students with materials provided
3. Survey after training

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

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

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: During the 2021-2022 school year, 100% of scholars in grades Kindergarten-5th grade will have the opportunity to engage in activities that explore and acquire skills needed in various careers . Evaluation Data Sources: 1. Ancillary schedule 2. STEAM Lab materials 3. Student artifacts 4. Guest speakers 5. Flyers	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: STEAM Lab will support scholars by enhancing their critical thinking skills and recognition of the intersection of art, science, technology, engineering, and math.

Strategy's Expected Result/Impact: Scholars will develop interests and skills that will lead them to higher learning.

Staff Responsible for Monitoring: Kimberly Boyce, STEAM Lab Instructor

Action Steps: *STEAM Lab Teacher will develop and advertise opportunities to engage in activities during and after school
 *STEAM classes will be held 2 times a week or school wide events will be held

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: Bugs on Wheels - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$1,575

Strategy 2: Counselor will create schedules for 5th grade students to view various career presentations.

Strategy's Expected Result/Impact: 5th grade students will be exposed to many different careers which may lead them to explore many educational pathways.

Staff Responsible for Monitoring: Samantha Dickens, Counselor

Action Steps:

*Counselor invites guests that hold different positions in the community (discuss education, etc.)

*Counselor create schedules so that all students are able to listen and ask questions about presenters' careers

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. **Root Cause:** Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.

Measurable Objective 2 Details

Reviews

Measurable Objective 2: 75% of our scholars in each grade level from Kindergarten-5th grade will advance at least 1 reading level by 2021-2022 EOY Benchmark Running Record.

- Evaluation Data Sources:**
1. OnTrack BRR EOY report for each grade level
 2. Piney Point created data reports

HB3 Board Goal

Formative			Summative
Nov	Jan	Mar	June

Strategy 1: Scholars will read at least 20 minutes daily outside the school day and track daily reading.

Strategy's Expected Result/Impact: Students will build reading stamina and ability.

Staff Responsible for Monitoring: Classroom Teachers
Cynthia Salas, Teacher Specialist

- Action Steps:**
1. Teachers submit a copy of their reading log by grade level
 2. PLC: conferencing with students after reading
 3. Check reading logs and talk about books with students

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

Measurable Objective 2 Problems of Practice:

Demographics

Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Student Learning





Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

School Processes & Programs

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Perceptions

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: After each Snapshot or Teacher created OnTrack assessment, 80% of the scholars in grades 3-5 will track performance and revise personal learning goals. Evaluation Data Sources: 1. Student data binders/folders	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will use student data to create work stations.

Strategy's Expected Result/Impact: Scholars will use their performance data to select work stations that meet their learning needs.

Staff Responsible for Monitoring: Teachers

LaFocia Maxie, Assistant Principal

Deirdre Riordan, Assistant Principal

Cynthia Salas, Teacher Specialist

- Action Steps:**
1. PLC: Student Data binders/folders
 2. PLC: creating work stations that support student needs
 3. Data binder/folder checks after assessments\
 4. Observations during work station part of daily schedule

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

Measurable Objective 3 Problems of Practice:

Demographics
<p>Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p>
<p>Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p>
Student Learning
<p>Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p>
<p>Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p>
School Processes & Programs
<p>Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p>
<p>Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p>

Perceptions

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

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

Goal 1: CLOSING THE GAPS

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special population scholar groups will increase by 3% at Meets and 2% at Masters, in addition to, exceeding all Closing the Gaps targets on the 2021 Reading, Math, and Science STAAR assessments. Evaluation Data Sources: 1. Imagine Literacy and Language Growth report 2. Imagine Math reports 3. Ren360 BOY, PM, MOY, PM, EOY 4. Inclusion in content areas 5. Mock STAAR (March) 6. STAAR assessment 2022 7. TELPAS 2022 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Special Education scholars who are reading at or above grade level will be included in general education classes for at least 45 minutes a day per subject.

Strategy's Expected Result/Impact: Special Education scholars will develop academic skills to produce grade level evidence of learning.

Staff Responsible for Monitoring: Deirdre Riordan, Assistant Principal

Action Steps: *General education, special education teachers, and co-teachers will meet monthly and discuss student progress and and changes that need to be made.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Student Learning
Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

School Processes & Programs

Problem of Practice 1: A large majority of scholars are not meeting Approaches. **Root Cause:** First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Measurable Objective 2 Details

Reviews

Measurable Objective 2: Our Special Education chair will conduct one PLC each semester to present inclusion strategies to all teachers to increase scholar learning and engagement.

- Evaluation Data Sources:**
1. 2021-2022 STAAR Assessments
 2. PLC Meeting Agenda and sign in sheets

Formative			Summative
Nov	Jan	Mar	June

Strategy 1: Teachers will use Goal Book and Universal Design strategies during first instruction or small group instruction as evidenced in their lesson plans.

Strategy's Expected Result/Impact: Special Education scholars will make gains in math and reading.

Staff Responsible for Monitoring: LaFocia Maxie, Assistant Principal
Deirdre Riordan, Assistant Principal

- Action Steps:**
1. Special Education Chair set up PLC meetings on calendar
 2. Conduct PLC
 3. Grant teachers access to Goal Book and Universal Design
 4. Lesson Plan Checks for strategies

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Problems of Practice:

Demographics

Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Student Learning

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

School Processes & Programs

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Perceptions

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Measurable Objective 3 Details

Reviews

Measurable Objective 3: 25% of our Special Education scholars will meet grade level expectations during the 2021-2022 school year.

Formative

Summative

- Evaluation Data Sources:** 1. Student Report Cards
2. Assessments

Nov

Jan

Mar

June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Special Education scholars will be attend small group instruction for a minimum of 2 times per week with a Teacher Assistant or Interventionist to support first instruction.

Strategy's Expected Result/Impact: Scholars will be complete grade level work on their own.

Staff Responsible for Monitoring: Teachers
Toni Fisher, Special Education Chair

- Action Steps:** 1. Create a student support schedule
2. Monitor grades each six weeks

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Problems of Practice:

Demographics

Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Student Learning

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

School Processes & Programs

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.





Perceptions

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Scholar attendance rate for the entire school combined will be at 98% or greater each month. Evaluation Data Sources: 1. Daily Attendance posted on HISD Connect 2. Attendance Calls documented- Google Docs 3. Attendance Mentor Support Meetings-Google Doc Form 3. HISD Connect Report	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implement Panther Attendance Mentors. These members will be assigned groups of 5 scholars who have excessive tardies or absences issues to call and support when they are not attending.

Strategy's Expected Result/Impact: Scholars and parents will increase their attendance and students which will result in better academic achievement.

Staff Responsible for Monitoring: Deirdre Riordan, Assistant Principal

Action Steps: *Create a PLC schedule for meeting
 *Develop agendas for meetings

to share with committee
 activities and resources that can be used by all members *Keep data on all students needing attention and update as needed in Google Docs





*Each member will l
 *Keep a Google c

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Administrators will receive 10 or less discipline referrals each month and 2 or less suspensions per semester during the 2021-2022 school year. Evaluation Data Sources: 1. HISD Connect discipline report 2. Teachers referrals to Counselor and/or Wraparound Specialist Google Docs 3. Support groups formed to meet student needs meeting documentation	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: All staff members will receive SEL training during the August PD and incorporate these strategies daily when interacting with scholars.

Strategy's Expected Result/Impact: There will be a decrease on office referrals and support will be given to scholars who require more services outside the classroom.

Staff Responsible for Monitoring: Nikki Lahana, Teacher Specialist (PK-K)
 Deirdre Riordan, Assistant Principal (1st, 2nd, PALS, and SLL)
 LaFosica Maxie, Assistant Principal (3rd-5th)

Action Steps:

*Counselor will plan for SEL training

*Ir

for each activity posted in Panther Paws: Everyone Learning, Everyone Leading (HUB)

Title I Schoolwide Elements: 2.5, 2.6

Strategy 2: Classroom teachers will hold morning circle meetings each day at 7:30 a.m. to share and check on students' well-being.

Strategy's Expected Result/Impact: Teachers can be proactively de-escalate or find support for a scholar prior to escalation.

Staff Responsible for Monitoring: Samantha Dickens, Counselor

Action Steps:

*Teachers will individually or with their grade level plan activities for the 7:30 am daily morning meeting

*Teachers will conduct the meeting noting any concerns

*Teachers will refer scholar concerns to counselor using

counseling referral form or administrator using referral form





Title I Schoolwide Elements: 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: School data will show a 25% decrease in violent and safety scholar issues as compared to the 2020-2021 data. Evaluation Data Sources: 1. HISD OneSource 2. Red Ribbon website 3. No Place for Hate website 4. HISD materials 5. School bulletin/Class Dojo 6. Social media sites 7. School website	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Staff will be given time during Pre-service days to complete the HISD compliance courses.

Strategy's Expected Result/Impact: 100% of the staff will be trained regarding bullying, suicide, and child abuse and can use those skills to support scholars when needed.

Staff Responsible for Monitoring: Kendal Bailey, Principal

Action Steps: *Staff members will be given opportunities to complete compliance courses
 *OneSource Learning certificate of completion

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: All staff, scholars, and parents will receive information in the weekly newsletter, on Class Dojo, and on the school website explaining Red Ribbon Week activities that will occur in order to participate.

Strategy's Expected Result/Impact: Scholars and families gain awareness of purpose for Red Ribbon Week and participate in all activities.

Staff Responsible for Monitoring: Samantha Dickens, Counselor

Action Steps:
 *Ms. Dickens will develop Red Ribbon Week Plan and present to staff
 *Follow and participate in Red Ribbon daily theme/ activities

ClassDojo

*Post classroom participation on social media and

Title I Schoolwide Elements: 2.4, 2.6, 3.2

Strategy 3: All staff, scholars, and parents will receive information in weekly newsletter, on Class Dojo, and school website explaining No Place for Hate activities that will occur in order to participate.

Strategy's Expected Result/Impact: All staff, scholars, and parents will gain a better understanding of the NO Place for Hate concept.

Staff Responsible for Monitoring: Kimberly Boyce, STEAM Lab Instructor

Action Steps:

*Ms. Boyce and Ancillary Team will develop a No Place for Hate Plan and present to staff

*Follow No Place for Hate activity plan will be followed and completed

*Post classroom partici

social media and ClassDojo





Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Special population scholar groups will increase by 3% at Meets and 2% at Masters, in addition to, exceeding all Closing the Gaps targets on the 2021 Reading, Math, and Science STAAR assessments. Evaluation Data Sources: 1. Imagine Literacy and Language Growth report 2. Imagine Math reports 3. UNIQUE lessons 4. Exit Tickets/CFUs 5. Ren360 BOY, PM, MOY, PM, EOY 6. Inclusion in content areas 7. Mock STAAR (March) Practice 8. STAAR assessments 2022 HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Implement the HISD Reading with concentration on word study and independent reading and Math concentrating on basic facts and word problems using HISD UNIQUE curriculum.

Strategy's Expected Result/Impact: Scholars will gain literacy and math skills that will help them produce evidence of learning.

Staff Responsible for Monitoring: Deirdre Riordan, Assistant Principal

Action Steps: *Assess teachers' understanding of the components of reading and math via a survey using MS Forms

*Schedule PLC for teachers on how to implement reading and math, in addition to, small group instruction

*Model and record exemplar virtual lessons for teachers to reference

*Plan with teachers during a PLC

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Student Learning

Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

School Processes & Programs

Problem of Practice 1: A large majority of scholars are not meeting Approaches. **Root Cause:** First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions





Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
<p>Measurable Objective 1: Special population scholar groups in grades 3-5 will increase by 8% at Meets and 4% at Masters, in addition to, exceeding all Closing the Gaps targets on the 2022 Reading, Math, and Science STAAR assessments and ELs will grow 1-2 proficiency levels on 2022 TELPAS.</p> <p>Evaluation Data Sources: 1. Imagine Language and Literacy Usage Reports 2. Imagine Language and Literacy Growth reports 3. Interventionists scholar data sheets 4. BRR- BOY, PM, MOY, PM, EOY 5. 2022 TELPAS scores 6. STAAR assessments 2022 7. TEA School Report Card</p> <p>HB3 Board Goal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Strategy 1: All EL scholars will receive their daily ESL instruction to improve their English language proficiency and TELPAS scores.

Strategy's Expected Result/Impact: EL scholars will be engaged in activities which enable them to practice all the TELPAS domains on a daily basis.

Staff Responsible for Monitoring: LaFoscia Maxie, Assistant Principal

- Action Steps:**
- *Schedule PLC for ESL teachers
 - *Set instructional expectations
 - *Allow time to plan with teachers during PLC
 - *Record exemplar virtual lessons for teachers to reference
 - *A-Team meets to discuss face to face/virtual observation walkthrough expectations-develop observation form

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

Strategy 2: Small group reading/writing and math interventions will be provided for Tier III scholars and newcomers.

Strategy's Expected Result/Impact: Small group instruction will help scholars acquire skills needed so they can move 1-2 tiers.

Staff Responsible for Monitoring: Cynthia Salas. Teacher Specialist
 Monica Thompson, IAT Teacher Specialist

- Action Steps:**
- *Schedule PLC
 - *Set expectations for small group instruction
 - *Assign schedules and students and planning time during PLC
 - *Record exemplar lessons to reference

*Meet once a month to discuss scholar progress and any support needed

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: Literacy Now - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - \$5,000, Reading Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll, Newcomer Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll

Strategy 3: Identified students will receive Dyslexia services 30 minutes a day 5 times a week.

Strategy's Expected Result/Impact: Scholars will gain skills needed to be successful academically.

Staff Responsible for Monitoring: LaFoscia Maxie, Vice Principal

Action Steps: *Set expectations for teachers, scholars, and parents

*Assign, schedule, and provide Dyslexia Plan for each scholar

*Meet once a month to plan and discuss any support needed

*Create online schedule for meeting and communicating with Dyslexia scholars and parents via Class Dojo and

TEAMS meetings

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, Connect high school to career and college

Strategy 4: STEAM Lab will support scholars by enhancing their critical thinking skills and recognition of the intersection of art, science, technology, engineering, and math.

Strategy's Expected Result/Impact: Scholars will gain valuable skills that can be used beyond the classroom experience.

Staff Responsible for Monitoring: Kimberly Boyce, STEAM Lab Instructor

Action Steps: *Develop lessons for ancillary classes

*Post on the HUB, Class Dojo, TEAMS, etc. for extracurricular experiences

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, Connect high school to career and college

Strategy 5: Scholars will be exposed to a variety of theater, music, debate, and writing experiences.

Strategy's Expected Result/Impact: Scholars will gain new experiences and knowledge which they will write about or create projects and present.

Staff Responsible for Monitoring: Kimberly Boyce, STEAM Lab Instructor

Action Steps: *Contact performing arts companies and set dates

*Create school performance schedules

*Set expectations for classrooms

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, Connect high school to career and college

Strategy 6: Teachers, scholars, and parents will be responsible for supporting our Eco-schools program which provides hands-on opportunities to help

improve Piney Points' butterfly and garden environments.

Strategy's Expected Result/Impact: Scholars and families will gain a better understanding of insects and gardening.

Staff Responsible for Monitoring: Kimberly Boyce, STEAM Lab Instructor

Action Steps: *Create and post Garden Guardians sign-up for Piney Point Staff and Family garden projects

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, Connect high school to career and college

Funding Sources: Bugs on Wheels - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$1,575

Strategy 7: During class time, GT scholars will work together to design, research, and complete projects.

Strategy's Expected Result/Impact: Scholars will gain advance academic tools that can be used in all areas of life.

Staff Responsible for Monitoring: LaFoscia Maxie, Assistant Principal
Kimberly Boyce, STEAM Lab Instructor

Action Steps: *Meet with teachers to develop teacher, scholar, and parent expectations and planning dates for instruction

presenting projects for parents and scholars *Meet and create a time line for meetings, completing and

*Conduct a parent meeting to discuss expectations and the time line for completing projects

*GT teachers meet once a month

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.
Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. Root Cause: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.
Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Student Learning
Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.
Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

School Processes & Programs

Problem of Practice 1: A large majority of scholars are not meeting Approaches. **Root Cause:** First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.





Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: At least 75% of our families will receive all school information via multiple sources and languages during the 2021-2022 school year as evidenced on an end of the year parent survey. Evaluation Data Sources: 1. VIPS sign-in logs 2. Event sign-in sheets 3. Vote counts during meetings 4. Panther Family Community Meeting sign-in sheets 5. Parent feedback	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Families will have two opportunities(one per semester) to increase their skill sets to support scholars at home either face to face or virtually.

Strategy's Expected Result/Impact: Increase scholar parent communication about academic progress.

Staff Responsible for Monitoring: Nikki Lahana, Teacher Specialist

Action Steps:

*Create a schedule for Panther Family Community Meeting dates and times to post on website and Class Dojo

*Develop agendas for meetings

*Teachers record or make videos that parents can refer

the meeting

*Teachers take attendance using a sign-in sheet

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math

Strategy 2: We will host monthly PTO meetings offering information/speakers on topics of interest, in addition to, voting and making decisions that impact the school.

Strategy's Expected Result/Impact: All parents will have the opportunity to be part of the School's decision making.

Staff Responsible for Monitoring: Nikki Lahana, Teacher Specialist

Mr. Bustos, PTO President

Action Steps: *Create a schedule for meeting dates and times to post on website and Class Dojo

*Develop agendas for meetings

*Have flyers and information for parents to take home

*Assign Admin members to help distribute materials, crowd control, etc.

Title I Schoolwide Elements: 3.1, 3.2

Strategy 3: We will host a monthly Second Cup of Coffee meeting offering information/speakers on topics of interest.

Strategy's Expected Result/Impact: Parent will be provided with information to be better informed.

Staff Responsible for Monitoring: Nelly Argueta-Solorzano, Wrap Around Specialist

Action Steps: *Create a schedule for meeting dates and times to post on website and Class Dojo

*Develop agendas for meetings

*Have flyers and information for parents to take home

*Assign Admin members to help distribute materials, crowd control, etc

Title I Schoolwide Elements: 3.1, 3.2

Strategy 4: All the opportunities for volunteerism at our school will be posted in our weekly newsletter, on Class Dojo, our school website and/or by the teacher.

Strategy's Expected Result/Impact: We will have an large number of parents becoming school volunteers through VIPS.

Staff Responsible for Monitoring: Cynthia Salas, Teacher Specialist/VIPS Coordinator

Action Steps: *Attend mandatory training

*Post VIPS information on school website and newsletter

*Accept volunteers on the Volunteer Management System

*Log volunteers in and out

*Run a monthly volunteer report

Title I Schoolwide Elements: 3.2

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

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

Measurable Objective 1 Details	Reviews			
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: Vacant Estimated number of students to be screened: 450 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Admin Team will trained to approve or deny immunization data. All front office clerks will be trained by Ms. Ramos, Administrative Assistant or personnel from HISD Health and Medical department.

Strategy's Expected Result/Impact: 100% data entry and state reporting completed by October 22.

Staff Responsible for Monitoring: Kendal Bailey, Principal; Salome Ramos, Administrative Assistant

- Action Steps:**
1. Call HISD Health and Medical and request training via MS Teams no later than September 20.
 2. Review immunization records and complete a Google Doc with data entry information
 3. Clerks enter data by October 22

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Vacant Estimated number of students to be screened: 800 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Appointed screeners will be trained by Ms. Ramos, Administrative Assistant or personnel from HISD Health and Medical department.

Strategy's Expected Result/Impact: 100% vision screening and recording will be completed by December 10.

Staff Responsible for Monitoring: Kendal Bailey, Principal; Salome Ramos, Administrative Assistant

- Action Steps:** 1. Call HISD Health and Medical and request training via MS Teams no later than October 10.
 2. Create vision screening schedule.
 3. Designed screener(s) will follow vision screening schedule and complete any records prior to December 10.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Vacant Estimated number of students to be screened: 800 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Appointed screeners will be trained by Ms. Ramos, Administrative Assistant or personnel from HISD Health and Medical department.

Strategy's Expected Result/Impact: 100% vision screening and recording will be completed by December 10.

Staff Responsible for Monitoring: Kendal Bailey, Principal; Salome Ramos, Administrative Assistant

- Action Steps:** 1. Call HISD Health and Medical and request training via MS Teams no later than October 10.
 2. Create hearing screening schedule.
 3. Designed screener(s) will follow hearing screening schedule and complete any records prior to December 10.





Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Vacant Estimated number of students to be screened: 530 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Appointed screeners will be trained by Ms. Ramos, Administrative Assistant or personnel from HISD Health and Medical department.

Strategy's Expected Result/Impact: 100% type 2 diabetes screening and recording will be completed by December 10.

Staff Responsible for Monitoring: Kendal Bailey, Principal; Salome Ramos, Administrative Assistant

- Action Steps:** 1. Call HISD Health and Medical and request training via MS Teams no later than October 10.
 2. Create type 2 diabetes screening schedule.
 3. Designed screener(s) will follow type 2 screening schedule and complete any records prior to December 10.

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: N/A SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team: Berlinda Villanueva, Clerk 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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus: 3	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 1: Person responsible for monthly checks will be trained and Ms. Ramos, Administrative Assistant will complete the annual report.

Strategy's Expected Result/Impact: AED monthly maintenance check annual report will be completed by 2021-2022 EOY and turned in to Health and Medical.

Staff Responsible for Monitoring: Deirdre Riordan, Assistant Principal; Salome Ramos, Administrative Assistant

- Action Steps:**
1. Call HISD Health and Medical and request training and required form via MS Teams no later than September 30.
 2. Create a list of all staff members who are CPR certified or require some staff members to become CPR certified by October 31.
 3. Create a monthly calendar invite for AED check.
 4. Person responsible will sign and date form after checks completed.





Board Goal 5: N/A - Additional Campus Goals

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

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

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of our scholars will show 10% improvement in their health and wellness as seen on their annual fitness gram data and attendance as compared to the previous year. Evaluation Data Sources: 1. Fitness gram data 2. Certificate of completion 3. Classroom observations and feedback 4. Classroom trackers 5. Record checks 6. Posted videos of students engaged in healthy and physical activities 7. Backpack Buddies Program signed parent letters 8. Backpack Buddies weekly check-in student roster 9. Brighter Bites documented teacher lessons 10. Brighter Bites parent check-in at vegetable pick up	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Coach Keahey and Coach Ryan will implement school wide programs such as Marathon Kids and Drum Fit which include health, wellness, and nutrition units.

Strategy's Expected Result/Impact: Scholars will be made aware of fitness and nutrition habits to life a healthier life.

Staff Responsible for Monitoring: Nora Ryan, P.E. Coach
Mike Keahey, P.E. Coach

Action Steps: *PLC for team planning-Marathon Kids events and live nutrition demonstrations

*Create a master schedule for teachers, scholars, and parents to follow and post on website and Class Dojo

Title I Schoolwide Elements: 2.5, 2.6, 3.2

Strategy 2: Backpack Buddy participants are called every Friday and given a bag of food to take home for the weekend.

Strategy's Expected Result/Impact: Families will have food for the weekend.

Staff Responsible for Monitoring: Samantha Dickens, Counselor

Action Steps: *Backpack Buddy team meets to plan for program requirements, how to send information to parents, and distribution protocols

*Post parent permission form with requirements on school website and Class Dojo and send home in Thursday folder

*Assign Backpack Buddy team members grade levels to oversee for collection of parent permission forms

*Complete distribution form with scholar names and pertinent information

*Distribute food bags on Fridays

Title I Schoolwide Elements: 2.6

Strategy 3: Teachers will teach a CATCH lesson and have scholars participate in a produce activity for Brighter Bites program.

Strategy's Expected Result/Impact: Scholars will learn about fruits and vegetables along with nutritional value and learn to make healthy choices.

Staff Responsible for Monitoring: Nelly Argueta-Solorzano, Wrap Around Specialist

Action Steps: *Brighter Bites and Piney Point Team meet to plan for program requirements, how to send information to parents, volunteer opportunities and distribution protocols

*Post information about Brighter Bites on school website and Class Dojo





*Meet with volunteers to discuss safety distribution protocols

*Promote and distribute produce

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Science

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Fifth grade scholars will achieve at Approaches and above an increase from 36% to 50% as measured by the 2022 STAAR Science assessment. Evaluation Data Sources: 1. Updated Science word walls posted/notebook (classroom or digitally) 2. Exit Tickets 3. District Assessments 4. OnTrack Reports 5. STEMScope resources 6. PLC sign-in sheets 7. 2022 Mock STAAR Science(March) 8. 2022 STAAR Science assessment	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Implement the use of research-based science vocabulary first instruction strategies utilizing STEMScopes, Kagan, Lead4Ward playlists, and ELlevation strategies to increase understanding and make connections.

Strategy's Expected Result/Impact: Scholars will be able to use science vocabulary to aid in the analysis and comprehension of science questions.

Staff Responsible for Monitoring: Cynthia Salas, Teacher Specialist

- Action Steps:**
- *Assess teachers' understanding of the components of vocabulary instructional strategies via a survey using MS Forms
 - *Schedule PD for teachers on how to develop and implement vocabulary lessons and cards including Kagan, Lead4Ward, and ELlevation strategies
 - *Use exemplar vocabulary cards and lessons and record exemplar lessons for teachers to reference
 - *Plan with teachers on how to use vocabulary strategies during a PLC
 - *A-Team meets to discuss observation walkthrough expectations-develop observation form

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Funding Sources: STEMScopes - 1991010004 - General Fund - State Comp Ed - 6200 - Contracted Services - \$3,675

Strategy 2: Implement hands-on activities a minimum of twice per grading period in grades Kindergarten-4th grade and four times per grading cycle in fifth grade.

Strategy's Expected Result/Impact: Scholars will gain a better understanding of science concepts and be able to discuss the hypothesis and conclusions drawn after completing the experiment.

Staff Responsible for Monitoring: Cynthia Salas, Teacher Specialist

- Action Steps:**
- *Assess teachers' understanding of the components of effective hands-on activities via a survey using MS Forms
 - *Schedule PLC for teachers on how to develop and implement hands-on activities including Kagan, Lead4Ward, and ELlevation strategies in Teams

- *Record exemplar virtual lessons for teachers to reference
- *Plan with teachers on how to implement hands-on activities during a PLC
- *A-Team meets to discuss observation walkthrough expectations-develop observation form

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, Connect high school to career and college

Strategy 3: Utilize and effectively implement the use of interactive notebooks as a teaching tool and student resource.

Strategy's Expected Result/Impact: Scholars will learn to take notes, organize a notebook, and use the notebook as a reference tool and study guide.

Staff Responsible for Monitoring: Cynthia Salas, Teacher Specialist

- Action Steps:**
- *Assess teachers' understanding of the components of an effective interactive notebook via a survey using MS Forms
 - *Schedule PD for teachers on how to develop and implement an interactive notebook including Kagan, Lead4Ward, and ELlevation strategies in Teams
 - *Showcase exemplar interactive notebooks and record exemplar lessons for teachers to reference
 - *Plan with teachers on how to use an interactive notebook during a PLC
 - *A-Team meets to discuss observation walkthrough expectations-develop observation form

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, Connect high school to career and college

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p> <p>Problem of Practice 2: Although we have seen Academic Growth nearing 80%, we are still are not reaching our African American and Asian populations. Root Cause: Many of our teachers are not proficient in deescalating behavior which interferes with instruction and conflict between teacher and student.</p> <p>Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p>
Student Learning
<p>Problem of Practice 1: Many of our special population scholar groups are not reaching Meets or Masters. Root Cause: Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.</p> <p>Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p>
School Processes & Programs
<p>Problem of Practice 1: A large majority of scholars are not meeting Approaches. Root Cause: First instruction lacks consistent research-based and engagement strategies that will improve achievement at all performance levels.</p> <p>Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. Root Cause: Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.</p>

School Processes & Programs

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Perceptions

Problem of Practice 1: Scholars in grades 3-5 have made little to no gains in each performance label for the past 3 years. **Root Cause:** Many teachers are unwilling to try new techniques to increase scholar learning.

Problem of Practice 2: We have seen a decline in STAAR performance rates for our African American and White students in all subject areas. **Root Cause:** Many teachers are not proficiently using evidence-based strategies that best support the development of Tier 2 and 3 students.

Problem of Practice 3: Many of our special population scholar groups are not reaching Meets or Masters. **Root Cause:** Many teachers are not proficient using sheltered instruction and enrichment/acceleration opportunities in all content areas.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement the HISD Reading and Writing Workshop components of word study, guided reading and/or book clubs/literature circles, independent reading, and workstations as outlined in the UPGs with fidelity with the inclusion of Kagan, Lead4Ward, and ELlevation strategies.

State Compensatory

Budget for 219 Piney Point Elementary School

Total SCE Funds: \$409,152.74

Total FTEs Funded by SCE: 4.5

Brief Description of SCE Services and/or Programs

The programs and services funded through SCE include both staff (80%) and instructional materials (20%). Staff members work with students who are at-risk/underperforming by doing small group pull-outs throughout the day. These targeted interventions supplement the regular education program by helping students with learning gaps and teaching them skills/concepts that they have not mastered. Instructional materials, such as technology applications and print materials, are used to supplement what students are already receiving in class.

Personnel for 219 Piney Point Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diesta, Pacita Canasa	Tchr, Reading Intervention	1
Hasan, Zinah	Teaching Assistant-10M	1
Maduro, Berencia Lucinda	Lecturer, Hrly - Degreed	0.25
Salas, Cynthia Ann	Tchr, Spclst 12 M	1
Sandell, Marcie Ann	Lecturer, Hrly - Degreed	0.25
Verma, Priya	Teaching Assistant-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. The comprehensive needs assessment (CNA) at this campus was developed by the administrative team: Kendal Bailey, Principal, Deirdre Riordan, AP, LaFocia Maxie, AP, Nikki Lahana, Teacher Specialist, and Cynthia Salas, Teacher Specialist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP 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:

On 8/17/2021 teachers attended a professional development session and provided:

- Suggestions for problems of practice and root causes
- Development of measurable objectives
- Feedback for improving CIP prior to finalization

On 8/26/2021 the SDMC met to discuss CIP and a copy for review and suggestions for revision.

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:

1. SDMC Meetings-review and revisions to take place in the fall (TBD dates), mid-year (TBD dates), spring (TBD dates), and end of the year (TBD dates).
2. PLC Data meetings conducted monthly using weekly TEKS-focused assessments created on OnTrack for ELA, Math, and Science.

3. Usage Reports reviewed monthly

4. Lesson Plans reviewed weekly.

Date of Review

Fall

Major intervention(s)

Data reviewed

Achievements?

Challenges?

On track?

Modifications?

Mid-Year

Date of Review

Major intervention(s)

Data reviewed

Achievements?

Challenges?

On track?

Modifications?

Spring

Date of Review

Major intervention(s)

Data reviewed

Achievements?

Challenges?

On Track?

End of Year

Date of Review

Major intervention(s)

Data reviewed

Achievements?

Challenges?

Goal met?

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

The SIP is available to parents in the following locations:

1. SIP binder located in the front office
2. Piney Point website

The SIP was made available to parents by:

1. Piney Point website
2. Title I Parent meetings
3. SDMC meetings
5. A copy upon request

We provide the CIP 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:

- Literacy by 3 strategies will be utilized by all teachers
- Imagine Language and Literacy and Imagine Math
 - 20 minutes 5 days a week per each adaptive intervention system
- Writing portfolio for each student
 - writing sample will be a collection of writing for the year
 - teacher will grade and 1-2 suggestions for improvement on the back
 - teacher will conference with students regarding skill to focus until next writing
 - teacher will compare previous notes to check for growth
- Bi-monthly hands-on science experiments exploring current UPG TEKS
- Use of Kagan strategies to increase student engagement and TELPAS domains
- Lead4Ward Rockin Review strategies for grades 3-5

2.5: Increased learning time and well-rounded education

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

- **Camp Spark**
 - August 2-13 in-person or virtually
 - December 20-21
 - March 14-16
- **After school tutorials-Tuesdays and Thursdays**
 - Fall (dates TBD)
 - Spring (dates TBD)
- **Saturday School**
 - Spring (dates TBD)
- **STEAM Lab**
 - opportunities provided during daily ancillary times
- **Eco School Program**
 - Monarch Heroes
 - Garden Guardians
 - Recycling Teams
- **Performing arts experiences**
 - Da Camera
 - One Act Play
 - MET Dance Residency
 - Houston Ballet Center for Dance

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
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs: Daily intervention hour
- Student-friendly Focus Wall

1. Strengthening literacy across grade levels using Literacy by 3 that includes shared reading, guided reading, read aloud, exposure to different genres, independent reading. We will track student growth using OnTrack BOY, MOY, EOY and PM, REN 360 data.

2. Strengthening writing across the curriculum by implementing reflective writing time in reading and social studies, interactive science journals and

interactive math journals.

3. Scholars will be required to use Imagine Language and Literacy and Imagine Math a minimum of 20 minutes daily and teachers will use data from these sources to inform small group instruction.
4. Teachers will use StemScopes in grades 1-5 to enrich science curriculum, comprehension, and academic vocabulary.
5. Kagan strategies, Lead4Ward Playlists, and Elevation strategies will be integrated across the curriculum to strengthen the level of student engagement and understanding of key concepts.
6. Teachers will implement researched-based instructional practices utilizing The Reading Strategies Book, The Writing Strategies Book, Patterns of Power, The Next Step Forward in Word Study and Phonics, and The Next Step Forward in Guided Reading.

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 during Parent virtual meeting in September 2020:

- Parents - Martín Tzunun, Deysi Lopez-Hernandez, Rosa Candelario, Marixa castillo, Lesly Chavez, Francis Somarriba, Gresy Barahona, Veronica Rosas, Laura Guzman, Onelia Mendoza, Rita Tajiboy Tzapin, Habibatou Traore, Youssouf Bakayoko, Consuelo Zelaya, Maria Lourdes Arzate, Rose Mary Castillo, Maria Fernandez, Elsy Aguilar, Ingrid Lopez, Dina Cua, Karla, Celia Martínez, Ildha Jimenez, Margarita Gutiérrez, Tania Calderon, Patrick Kouassi, Sosa, Meriem, Vilma Pacheco, Norma Puac, Jeane Robles, Lidia Gutierrez, Denia Flores, Carlos Castellanos, Celestina Castro, Ruth Abigail Cahuex Velasquez, Mariano Juárez, Yaneth Valdeez, Felipa Menchu, Rosa Suy, Olga Marina Lopez Sacalxot, Jorge Menchu, Mo Rafi, Grettel Bonilla, Eyvi Canales, Miriam Garcia, Sadia Castellanos, Ingrid Lopez, Jorge Cortes, Yvonne Keller Felder, Astrid de León, Gessy, Madderlyn Alvarez, Veronica Garcias, Carine Mukubu, Ana Martinez, Roberta Az, José Bulux, Cinthia Hernández
- Mr. Bustos, PTO President
- Nikki Lahana, Teacher Specialist
- Cynthia Salas, Teacher Specialist

We will meet with parents on September 21, 2021 to vote on the revised Parent and Family Engagement Policy and School Parent Compact.

The PFE was distributed

- On the campus website
- Weekly school newsletter
- ClassDojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Panther Family Community Meetings to be held 2 times a year either in-person or virtually one per semester.
- Second Cup of Coffee with Ms. Argueta-Solorzano, Wraparound Specialist to be held in-person or virtually.
- School-wide community events such as PTO meetings, open house, spring math, science, and literacy family nights in-person or virtually.

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 -October 5, 2021
- Meeting #1 Alternate - October 7, 2021
- Meeting #2 - November 16, 2021
- Meeting #2 Alternate - November 18, 2021
- Meeting #3 - January 11, 2022
- Meeting #3 Alternate - January 13, 2022
- Meeting #4 - February 15, 2022
- Meeting #4 Alternate - February 17, 2022

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ava K Pereira	Tchr, Interventions (Rdng)	Newcomers	.49
Susan L Cole	Tchr, Intervention (Rdng)	Tier 2-3 Reading	.49

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Kendal Bailey	Principal
Classroom Teacher	Toni Fisher	Special Education Representative
Non-classroom Professional	David Nguyen	Other School Based Professional
Non-classroom Professional	Cynthia Salas	Other School Based Professional
Non-classroom Professional	Kimberly Boyce	Ancillary Teacher
Classroom Teacher	Samantha Allende	Primary Grade Teacher
Classroom Teacher	Lidia Hernandez	Primary Grade Teacher
Classroom Teacher	Ashleigh Pesce-Nesmith	Primary Grade Teacher
Classroom Teacher	Hector Garza	Intermediate Grade Teacher
Classroom Teacher	Albania Pena-Martinez	Intermediate Grade Teacher
Classroom Teacher	Kandice Mulry	Intermediate Grade Teacher
Paraprofessional	Salome Ramos	Office Staff
Parent	Jose Bustos	Parent
Parent	Aime Alaniz	Parent
Business Representative	Enrique Patino	Business Representative
Community Representative	Judye Hart	Community Representative
Community Representative	Chris Gehrman	Community Representative

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Scholastic News	6300 - Supplies and Materials	\$5,430.00
3	1	1	1	Bugs on Wheels	6200 - Contracted Services	\$1,575.00
5	5	1	6	Bugs on Wheels	6200 - Contracted Services	\$1,575.00
Sub-Total						\$8,580.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Accelerated Reader	6200 - Contracted Services	\$3,610.00
1	1	1	1	Library Books	6300 - Supplies and Materials	\$20,000.00
5	5	1	2	Literacy Now	6200 - Contracted Services	\$5,000.00
5	9	1	1	STEMScopes	6200 - Contracted Services	\$3,675.00
Sub-Total						\$32,285.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	Mentoring Minds	6300 - Supplies and Materials	\$18,647.00
2	1	1	3	Mentoring Minds	6300 - Supplies and Materials	\$18,647.00
5	5	1	2	Reading Interventionist	6100 - Payroll	\$0.00
5	5	1	2	Newcomer Interventionist	6100 - Payroll	\$0.00
Sub-Total						\$37,294.00
Grand Total						\$78,159.00

Addendums

SIP APPROVAL 2021-2022

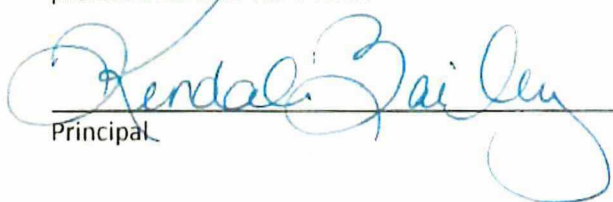
School Name and Campus #: Piney Point Elementary School #219

Principal Name: Kendal Bailey

Area Office: ES01

Please print this document and complete.

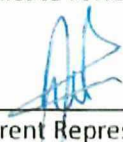
This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on **08/26/2021** as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

9/30/2021
Date

Signatures below indicate review and approval of this document.




PTO/PTA or other Parent Representative

9-30-2021
Date




SDMC Teacher Representative

9/30/21
Date



School Support Officer/Lead Principal

9/30/21
Date



Area Office Superintendent

10/11/21
Date

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

Date