

Houston Independent School District

128 Lyons Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Lyons Elementary's mission is to provide a student centered education that allows diverse learners the opportunity to achieve excellence in all areas of their lives.

Vision

We envision a safe and positive learning environment where all our students, staff and faculty strive for academic excellence. Our goal is for our students to become lifelong learners with high critical thinking and problem solving skills that will enable them to compete and be successful in a global society.

Core Beliefs

Our belief is that excellence comes from implementing and delivering effective campus-wide instructional practices that include learning expectations for teachers and students. A good instructional foundation consists of a well-managed classroom with high academic and behavioral expectations. By setting these expectations, our students and teachers are given the opportunity to interact positively with their peers and demonstrate student understanding through rigorous classroom data driven lessons and collaborative Professional Learning Communities.

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Comprehensive Needs Assessment

Needs Assessment Overview

Student population as a whole has been declining, and the number of Special Education and 504 Dyslexia is increasing.

COVID-19 transmission among student's families and the school has been impacted their school and home life. Student daily attendance has decreased from past year highs of 98.0% to 95.9%. The number of Non-Continuously enrolled students have increased from 9.8% in 2019 to 12.12% in 2021. Causes attributed include the introduction of extended families that are now living together as their economic and home security has changed. Other trends at our campus includes a decline in student enrollment; overall student enrollment has declined since 2016, following Hurricane Harvey displacement of families. 2016-2017 student enrollment was at 1007; in September 2021, student enrollment decreased to 864. Students are leaving their neighborhood school to attend the nearby IDEA, KIPP and Yes prep Charter school campuses that have opened in the last 10 years. KIPP academy has the longest history in our area, once began as a Middle school only, and has tiered their population to include the elementary grade levels. Campus response to these trends have included monitored student attendance by support staff who follow-up with wellness-check calls, and home-visits if necessary. Student enrollment opportunities are posted on our campus social media outlets and website and posting of invitations to enroll are visible in highly frequented community outlets.

Enrollment changes in special populations has also changed: our campus has experienced an increased number of of students with learning difficulties that required Special Education, 504, or Dyslexia services. Gifted and Talented student counts have declined from over 200, in 2010 to barely at 70 in 2021. There is a decrease in enrolled students requiring bi-lingual instructional services. To meet the needs of incoming students no longer requiring bi-lingual instruction, current campus teachers are being re-assigned from a bi-lingual to an ESL or English classroom setting. Student programs include an aggressive intervention and tutorial plan, Sheltered instruction best practices for the EL student populations. GT Power Hour - to grow our students, and HB3, and HB4545 instructional practices in Reading and in Math.

Science and ESL content blocks should be taught with fidelity. An increased focus will be on 4th grade Reading and Math, and 5th Grade Science due to the drop in STAAR scores, and House Bill 4545. Lyons has a Pull-Out plan for small group instruction by Intervention Teachers to meet HB4545 requirements, but also to make the gains needed in Academic Growth and Closing the learning gaps. Lyons has employed Academic Tutors and is creatively utilizing Enrichment teachers to assist with this support.

Demographics

Demographics Summary

Lyons Elementary School is a neighborhood school, that opened in January of 1993 in the north area of the Houston. Lyons sits in a predominantly Hispanic community and services the learning needs of students from PreK - 5th Grade. The Community is comprised of mostly single-family homes, which historically translated to a stable feed of incoming students. 2020-2021 student enrollment was 904. Student gender percentages are about equal at 49.89 Females, and 50.11% Males. Student-Staff teacher average at 1-to-18, and the GT population is about 12.39%. Lyons has a predominantly Hispanic student population 97.23%, 1.33% White, and 1.44% African American. Lyons is in a predominantly low-income area and is identified as a 100% Title I with a 63.72% At-Risk percent student population. Other At-Risk categories include 48.12% LEPs, 49.29 Bilingual 4.87% ESL, and 8.65% Special Education, , 22% 504 Program, 1.55 Dyslexia, 94.8 Eco Dis, 1.99% Homeless. Lyons ES makes extended great efforts to include students, families and community members by planning and executing opportunities for families to participate in on-campus events. Despite the COVID-19 campus access restrictions, Lyons reached out to families through virtual/online sessions that include Coffee with the Principal, Wrap Around Specialist at home check-ins, and a Parent Engagement representative to address family concerns. Campus leaders are making effort to obtain grants and funding for after-school student enrichment opportunities, G.R.E.A.T. Reading programs, Academic Family engagement Nights, after-school clubs that includes Name-That-Book, computer coding, Spelling Bee club, Math Number Sense, and Athletics.

Lyons Elementary does not have a magnet program, yet Lyons has traditionally been a high performing school and as such has established systems and routines that ensure student success. It is a priority for our campus to support and meet the needs of the “whole” child, by the collaboration of our on-campus Nurse, School counselor, and Wrap Around Specialist. Lyons continues to follow the Houston ISD Social and Emotional needs initiative to address the needs in our community. Weekly Grade level PLC’s are held to monitor and adjust the instructional program lesson planning, peer-teacher dialogues to discuss successes and challenges, interpret data and reinforce intervention strategies. During weekly meetings our teachers use curriculum documents, planning tools, common assessments, Universal Screenings, IXL, Running Records, Accelerated Reading, and other assessments to analyze, evaluate, to plan instruction.

The 2021-2022 school year Action Plan is designed to increase student achievement levels of success by implementing the following: two non-negotiable Tier 2 and Tier 3 Intervention periods totaling 60 minutes per day, the use of guided Reading and Guided Math instructional strategies, the use of data-driven resources and tools such as HISD OnTrack, Lead4Ward–Field Guides and Heat Maps, student/teacher math/reading/writing conferencing, HISD and in-house professional development opportunities. Teachers utilize data to target students who are meeting grade-level objective mastery, those that have the potential to reach Meets and Masters achievement levels, and target students with learning difficulties. Campus Intervention initiatives include following the RtI and IAT process to support teachers with prescribed strategies and intervention. Expanded intervention sessions include support from campus hourly lecturers, and enrichment core teachers to support tier-2 and Tier-3 students, which enables the classroom teacher to maximize the quantity and quality of Tier 1 instruction. Weekly PLC facilitation includes teacher coaching and modeling, effective lesson planning, intervention team guidance. Students that require additional education services are services by trained and dedicated personnel that offer Special Education and 504/dyslexia services. Student attendance is monitored by support staff and follow-up wellness check calls are made for students that are not present at ADA Attendance time.

Teacher and Staff retention remains high at our campus. Staff or teachers that leave Lyons usually do so due to retirement or job promotion. Staff and para-professional hiring practices include the recruitment of individuals interested in pursuing their personal graduation plan, who transition to campus teachers. Lyons has included surveys of school campus personnel, Professional Development offered at the campus level, visiting content Teacher Development Specialists, RUSMP, Thinking-Maps, Sheltered instruction. Lyons staffed teachers include ESL trained, and bi-lingual teachers that are academically trained to transition to meet campus enrollment trends. 4 intervention teachers are funded by state comp. They are re-evaluated for effectiveness; the teachers are also used as interventionists. Professional Development is determined by teacher success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards. Lyons seeks out school campus personal feedback through the use of surveys. Professional Development is offered at the campus level, visiting content Teacher Development Specialists, personnel from the Rice University School Math Project (RUSMP), Thinking-Maps training, Sheltered instruction anchor charts posted in the hallways and classrooms to encourage scaffolded, student-centered communal learning opportunities and equity of voice. 4 intervention teachers are funded by state comp. They are re-evaluated for effectiveness; the teachers are also used as interventionists. Professional Development is determined by teacher success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards.

Campus academic data, for the 2020-2021, school year was obtained from triangulating data from DLA/Snapshot data, classroom grades, Running Records/RAZ, REN360, and ELD/TELPAS Snapshots, to capture student learning progress from either virtual or in-person learning. Spring state assessment, STAAR 2020-2021 percentage of Meets and Masters student achievement in ELAR was 32.42%, Math was 22%, Writing was 31.06%, and Science 18.44%. 2021 TELPAS Composite scores are 33% Beginning, 31% Intermediate, 26% Advanced, 13% Advanced High. Lyons has implemented campus safety protocols to respond student needs due to the COVID19 pandemic and will continue to be follow the Ready-Set-Go! plan. Teachers are encouraged to comply with the skill-building initiatives to meet TEA provisions of House Bill 3 and House Bill 4545. We provide individual tutoring to ensure academic achievement for all our students.

Trends at our campus includes a decline in student enrollment, a decline in student daily attendance, a decrease in enrolling students requiring bi-lingual instructional services, and an increase in

students that are non-continuously enrolled. Campus response to these trends have included monitored student attendance by support staff who follow-up with wellness-check calls, and home-visits if necessary. Student enrollment opportunities are posted on our campus social media outlets and website and posting of invitations to enroll are visible in highly frequented community outlets. To meet the needs of incoming students no longer requiring bi-lingual instruction, current campus teachers are being re-assigned from a bi-lingual to an ESL or English classroom setting.

Demographics Strengths

Lyons ES makes extended great efforts to include students, families and community members by planning and executing opportunities for families to participate in on-campus events. Despite the COVID-19 campus access restrictions, Lyons reached out to families through virtual/online sessions that include Coffee with the Principal, Wrap Around Specialist at home check-ins, and a Parent Engagement representative to address family concerns. Campus leaders are making effort to obtain grants and funding for after-school student enrichment opportunities, G.R.E.A.T. Reading programs, Academic Family engagement Nights, after-school clubs that includes Name-That-Book, computer coding, Spelling Bee club, Math Number Sense, and Athletics.

Teacher and Staff retention remains high at our campus. Staff or teachers that leave Lyons usually do so due to retirement or job promotion. Staff and para-professional hiring practices include the recruitment of individuals interested in pursuing their personal graduation plan, who transition to campus teachers. Lyons has included surveys of school campus personnel, Professional Development offered at the campus level, visiting content Teacher Development Specialists, RUSMP, Thinking-Maps, Sheltered instruction. Lyons staffed teachers include ESL trained, and bi-lingual teachers that are academically trained to transition to meet campus enrollment trends. 4 intervention teachers are funded by state comp. They are re-evaluated for effectiveness; the teachers are also used as interventionists. Professional Development is determined by teacher success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards. Lyons seeks out school campus personal feedback through the use of surveys. Professional Development is offered at the campus level, visiting content Teacher Development Specialists, personnel from the Rice University School Math Project (RUSMP), Thinking-Maps training, Sheltered instruction anchor charts posted in the hallways and classrooms to encourage scaffolded, student-centered communal learning opportunities and equity of voice. 4 intervention teachers are funded by state comp. They are re-evaluated for effectiveness; the teachers are also used as interventionists. Professional Development is determined by teacher success on district and state assessments. Lyons does not currently have any teachers whose overall ratings are below district or state standards.

Spring state assessment, STAAR 2020-2021 percentage of Meets and Masters student achievement in ELAR was 32.42%, Math was 22%, Writing was 31.06%, and Science 18.44%. 2021 TELPAS Composite scores are 33% Beginning, 31% Intermediate, 26% Advanced, 13% Advanced High. TEA 2021 Accountability Ratings indicates Lyons met the following growth targets: EL (Current and Monitored) met in Reading 36%, Special Education met its goals in Reading 26%, Math 29%, and Student Success Status 38%. Results also include campus TELPAS progress rates scores increased from 35% to 58%.

Teachers are encouraged to comply with the skill-building initiatives to meet TEA provisions of House Bill 3 and House Bill 4545. We provide individual tutoring to ensure academic achievement for all our students.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Closing the Gaps - Student subgroups are not meeting expected levels of growth. **Root Cause:** Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.

Problem of Practice 2 (Prioritized): Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. **Root Cause:** Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Student Learning

Student Learning Summary

Student-Staff teacher average at 1-to-18, and the GT population is about 12.39%. Lyons has a predominately Hispanic student population 97.23%, 1.33% White, and 1.44% African American. Lyons is in a predominantly low-income area and is identified as a 100% Title I with a 63.72% At-Risk percent student population. Other At-Risk categories include 48.12% LEPs, 49.29 Bilingual 4.87% ESL, and 8.65% Special Education, 22% 504 Program, 1.55 Dyslexia, 94.8 Eco Dis, 1.99% Homeless, GT counts are 13.8%.

COVID-19 transmission among student's families and the school has been impacted their school and home life. Student daily attendance has decreased from past year highs of 98.0% to 95.9%. The number of Non-Continuously enrolled students have increased from 9.8% in 2019 to 12.12% in 2021. Causes attributed include the introduction of extended families that are now living together as their economic and home security has changed. Overall student enrollment has declined since 2016, following Hurricane Harvey displacement of families. 2016-2017 student enrollment was at 1007; in September 2021, student enrollment decreased to 864.

Increased student attendance and participation programs include participation incentives, parent phone calls and wellness checks, recorded call-outs to families, including texts and emails, a Wrap-Around specialist who tracks at-risk students and communicates with the parents to provide needed services, if needed and completes home visits. 2021 STAAR Performance scores decreased especially in Math and Science. Previous Approaches passing rates in all subjects from 2019 85% decreased to 56%. Student programs include an aggressive intervention and tutorial plan, Sheltered instruction best-practices for the EL student populations. Genius Power Hour - to grow our GT students. HB3, and HB4545 instructional practices in Reading and in Math.

Although Lyons' 2021 TELPAS performance results surpassed the state accountability target for TELPAS Progress rate, at 58%, composite scores have decreased in Achievement levels in all categories: Beginning 33%, Intermediate 31%, Advanced 26%, and Advanced High is 13%.

657 Students with two or more Risk indicators for Early Warning Indicators. The common risk areas are the following categories: 82 Excessive Absences, 50 Overage for Grade, 47 Retained, 60 Special Education or 28 Section 504, 622 Eco Disadvantaged, 325 EL, 649 Title I, Homeless.

2021 EOY Pre-K Circle assessments in Reading English 63% proficiency, Math 90% proficiency and Reading Bi-lingual 94% proficiency and Math 91% proficiency. Lyons has 389 students listed on an Early Reading indicator as at risk, from grade levels Kindergarten to 2nd Grade. 2021 EOY of Running Record BRR, Lyons has less than 50% of the third-grade reading at Meeting Expectations level, and 50% of its bilingual students have reached Meeting Expectations levels. High Frequency Levels for 1st and second grade, English and Bi-lingual indicate that 88.03% passing rate. Renaissance 360 data in reading indicates that students reached "At/Above level above 70% in grades 1st, 4th and 5th grade. 2nd grade had 66% students At/Above, and 46% in 3rd grade. In Renaissance 360 Math Grades 4th and 5th reached At/Above levels above 75%, and Grades 2nd and 3rd grade reached At/Above Levels at 69%.

2021 STAAR state assessment Meets and Masters level total are: Reading 32.42.7%, Math 22%, Writing 31.06%, and Science 18.44%.

Student Learning Strengths

Student learning strengths include foundational learning for Pre-K bilingual student EOY Circle learning levels in Reading and Math above 90%, English student are above 90% in Math. 2021 BOY to EOY comparison Running Record BRR, decreased from 100% "More Development Needed" down to 50%. The other 50% of students moved to Meeting Expectations or to Advanced Development. High Frequency Levels for all 1st and second grade students increased 19% to 88.03% passing rate.

Renaissance 360 data in Reading indicates that students reached "At/Above level above 70% in 1st, 4th and 5th grade, and in Renaissance 360 Math Grades 4th and 5th reached At/Above levels above 75%.

Lyons had positive participation percentage on the 2021 STAAR state assessments; the number of students tested in ELAR was 85% and 80% in Math. The data received from the percentage of students that tested provides the needed data for campus planning initiatives and student goal setting. Lyons also met some of its targets in Closing the Gaps in the

following subgroups: EL (Current and Monitored) met in Reading at 36%, Special Education met its goals in Reading 26%, Math 29%and Student Success Status 38%. Lyons also met its Targets for ELs (Current and Monitored) in Reading achieving 36% and its English Language Proficiency target achieving 58% TELPAS progress rate.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): The implementation of professional development and data analysis procedures has not led to positive trends in student data. **Root Cause:** Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Problem of Practice 2 (Prioritized): Special population students learning needs are not supported with effective resources. **Root Cause:** Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment at Lyons Elementary are guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Houston ISD Scope and Sequence, and the Houston ISD Unit Plans. District Learning Assessments, campus-based assessments, balanced literacy including the Really Great Reading for K-5th grade (Phonics instruction is be part of the Literacy Block) and Guided Reading for Reading/Writing and Guided Math Workshop are all critical components to Lyons's programs and processes. Additionally, Lyons offers Dyslexia services to all students identified with Dyslexia. Lyons Elementary also uses Sheltered Instruction strategies to support our EL students across the content areas.

All assessments and programs used assist in teaching the depth and complexity of the TEKS. Assessments across grade levels include benchmark assessments (DLA's and Snapshots), Benchmark Running Records-Fountas and Pinnell and RAZ, Ren360 for Math, Reading, and Early Literacy, PK-Circle, High Frequency Word Evaluation, Texas KEA, TELPAS, STAAR, and common grade level assessments.

Weekly content grade-level professional learning community meetings (PLC's) are held with the Content Leads. These grade-level learning communities target lesson planning, formative assessment design, data review, strategic planning, and professional learning. Grade levels have common daily planning times that meet once a week.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on the needs of the student. The RTI committee meetings are held monthly for both academics and behavior and are held during professional learning time/community meetings. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the IAT/RTI Liaison and are attended by the grade level teachers and designated math or reading interventionists. Lyons utilizes Campus Wide Intervention Periods for the majority of interventions to include HB4545 Accelerated Learning. In addition, extended learning continues through After School Tutoring and Saturday School.

Lyons has access to all the latest technological hardware and software. All students, teachers, administrators, and staff members have access to desk top computers, iPads, Smartboards, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. There is a computer lab with 32 computers. The lab is used for a variety of teaching and learning programs. Additionally, there are computers in the library for student and staff use. Students are encouraged to use a variety of programs and apps using iPads and computers. The majority of teachers are accustomed to integrating use of Smart board technology, including document camera, into their daily activities and lessons.

Parents, teachers, and students at Lyons Elementary take pride in their school's reputation and the positive culture. There is an expectation of continuous growth and improvement in best instructional practices in order to meet the changing needs of our campus. In addition to focusing on academics, we also devote time to social-emotional learning through the implementation of curriculum from Rethink Ed. We are committed to keeping students at the center of all actions and decision-making. Providing quality instructional time is a priority on our campus. As such, we strive to minimize interruptions to maximize instructional time.

School Processes & Programs Strengths

- Teachers are provided weekly team planning (50-minute sessions).
- Weekly PLC meetings are held on an on-going basis for data analysis, formative assessment creation, extended learning time planning, professional development, etc.
- Integration of technology by teachers and students in the classroom to promote teaching and learning has increased with the support of classroom technology.
- Campus Wide Intervention periods allow teachers to focus on Tier 2 and Tier 3 Instruction.
- Monthly RTI meetings are being utilized successfully with students being monitored, progress discussed, and referrals made when necessary for students struggling academically and behaviorally.

- Safety drills are performed frequently, conducted efficiently, and evaluated for effectiveness.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. **Root Cause:** Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

Perceptions

Perceptions Summary

Lyons Elementary works to create an environment where families feel they are entering a positive and productive school environment. We provide open lines of communication by providing families with the ability to communicate with faculty in a variety of ways, including phone calls, emails, Class Dojo, Remind, and social media. As a Title I campus, each year we are obligated to educate the community about the importance of parental engagement in local education. As a bilingual campus, both English and Spanish speakers are available for parent and community needs. In addition, we offer several events and programs throughout the school year to encourage families to visit our school. We provide opportunities for our wonderful group of parent volunteers to help on projects.

Lyons Elementary implements PBIS and CHAMPs strategies to promote a safe and positive learning environment and school culture. Expectations are consistently enforced. Positive rewards and praise are given frequently. We promote character education / SEL curriculum on the announcements, during classroom instruction, and with guidance lessons. Our school counselor and Wrap Around Specialist works to meet the needs of all our students. Our counselor provides relevant guidance lessons and counseling to our students and, when necessary, supports their families as well. Lyons Elementary works alongside the Houston Food Bank and participates in Backpack Buddy Program, which provides students in need with food and school supplies.

Creating a positive environment and campus culture is very important to our campus. We are very appreciative of our hard-working staff. Weekly communication goes out to the staff with events and reminders. Administrators encourage and appreciate staff verbally or with a handwritten note. Staff members nominate and vote for Lyons Employee of the Month, which recognizes a staff member for their contributions that are considered above and beyond.

At Lyons Elementary, we are working very hard to create a community of life-long learners by providing a challenging, safe, nurturing, and respectful learning environment. We encourage individuals to respect and value hard work each day. We believe that together we can provide a safe, school environment where all individuals feel welcomed and respected. Our promise to our community is to serve and support all students as they become creative, independent, and critical thinkers.

Perceptions Strengths

- There are a variety of clubs/activities for students to join in order to be involved at school, such as Name that Book, Robotics, Basketball, Soccer, and Band.
- Our campus works with community members to build partnerships that help students.
- Coffee with the Principal
- Promotes VIPS (Volunteers in Public Schools)

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Student re-engagement and following established systems and routines, which includes daily school attendance and following Lyons behavioral expectations. **Root Cause:** Effects of COVID-19

Problem of Practice 2 (Prioritized): Teachers will need to integrate time in the daily schedule to provide student SEL instruction. **Root Cause:** COVID-19 has presented the need for additional Social Emotional Learning opportunities.

Problem of Practice 3 (Prioritized): Parent involvement has declined due to the inability to access in person parent engagement opportunities which impacts student learning. **Root Cause:** Due to COVID- 19, safety measures have required parents to access virtual parent engagement learning opportunities through TEAMS which impact communication with campus personnel to support student learning.

Problem of Practice 4 (Prioritized): Office staff need to be cross-trained to support Health and Medical initiatives. **Root Cause:** High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

Priority Problems of Practice

Problem of Practice 5: Closing the Gaps - Student subgroups are not meeting expected levels of growth.

Root Cause 5: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.

Problem of Practice 5 Areas: Demographics

Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data.

Root Cause 1: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 3: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively.

Root Cause 3: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 6: Student re-engagement and following established systems and routines, which includes daily school attendance and following Lyons behavioral expectations.

Root Cause 6: Effects of COVID-19

Problem of Practice 6 Areas: Perceptions

Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students.

Root Cause 2: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Problem of Practice 2 Areas: Demographics

Problem of Practice 4: Special population students learning needs are not supported with effective resources.

Root Cause 4: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 7: Teachers will need to integrate time in the daily schedule to provide student SEL instruction.

Root Cause 7: COVID-19 has presented the need for additional Social Emotional Learning opportunities.

Problem of Practice 7 Areas: Perceptions

Problem of Practice 8: Parent involvement has declined due to the inability to access in person parent engagement opportunities which impacts student learning.

Root Cause 8: Due to COVID- 19, safety measures have required parents to access virtual parent engagement learning opportunities through TEAMS which impact communication with campus personnel to support student learning.

Problem of Practice 8 Areas: Perceptions

Problem of Practice 9: Office staff need to be cross-trained to support Health and Medical initiatives.

Root Cause 9: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

Problem of Practice 9 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Action research results

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students 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- By the end of the 2021-2022 school year, 3rd-5th RLA teachers will increase our meets and masters level from 32.42% to 40.42% an increase of 8% , on the STAAR reading assessment.






Strategic Priorities: Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Measurable Objective 1: 100% of the K-5th RLA teachers will implement Really Great Reading Training to increase performance in reading to help build foundations in phonics .

Evaluation Data Sources: 1.Classroom walkthroughs
2. Observations
3. Formative assessments
4. Student reading data

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers in Kindergarten through 5th Grade will implement strategies from Really Great Reading Program to develop small group instructional plans to target student needs. Strategy's Expected Result/Impact: 85% of the students will meet grade level standards through reading				

<p>snapshot. 3rd-5th students will meet the campus goal level of 40.42% of students achieving meets and masters performance levels on STAAR.</p> <p>Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers</p> <p>Action Steps: 1. Teachers need to attend Really Great Reading training's. 2. Teachers will implement guided reading small groups with fidelity. 3. Teachers will follow the district and campus instructional expectation of reading. 4. Students will comply with learning expectations</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: General Supplies and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000</p>				
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Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.</p>
School Processes & Programs
<p>Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively.</p> <p>Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.</p>

Measurable Objective 2: 100% of all RLA teachers will attend weekly PLCs to share instructional best practices and lesson planning for effective lesson delivery and lesson rigor.

- Evaluation Data Sources:** 1. PLC sign-ins
2. PLC agendas
3. peer-coaching(at-bat) learning opportunities

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will meet with RLA Teacher Specialist during weekly PLCs to review unit learning objectives and to ensure the daily RLA lesson is following the district/campus instructional expectations, and provide reading instruction that includes phonics, small group, and writing. Strategy's Expected Result/Impact: 85% of the students will meet grade level standards through reading snapshot. 3rd-5th students will meet the campus goal level of 40.42% of students achieving meets and masters performance levels on STAAR. Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Nestor Londono, Dean of Instruction 5. Classroom Teachers Action Steps: 1. Teacher will meet with RLA Teacher Specialist to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading. 3. Teacher Specialist will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, and data review. 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 Funding Sources: General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 3: 100% of all 3rd-5th RLA teachers will assess students after the completion of each unit to ensure student reading performance is progressing to meet the campus goal level of 40.42% of students achieving meets and masters performance levels.

- Evaluation Data Sources:**
1. Unit assessments
 2. Daily exit tickets
 3. Formative assessments
 4. Reading levels
 5. EOY Reading STAAR assessment

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Student formative assessment results will be utilized to monitor student performance to ensure students are achieving meets and masters performance levels. Strategy's Expected Result/Impact: 85% of the students will meet grade level standards through reading snapshot. 3rd-5th students will meet the campus goal level of 40.42% of students achieving meets and masters performance levels on STAAR. Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Nestor Londono, Dean of Instruction 5. Classroom Teachers Action Steps: 1. Students will engage in Imagine Literacy and Espanol for at least 60 minutes a week. 2. Students will take progress monitoring assessments(REN360/Snapshot). 3. Students and classroom teachers will track reading student progress on district assessments. 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 Funding Sources: General supplies and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					
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



Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 4: 100% of 3rd-5th RLA teachers will conduct extend day after school tutorials to support Tier 2 and Tier 3 students.

- Evaluation Data Sources:** 1. Tutorial sign-ins
2. Tutorial lesson plan/objectives

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use data to support the selection of students in need of tutorial support. Students not meeting objective mastery will be the students selected to provide targeted, scaffolded intervention. Strategy's Expected Result/Impact: EOY meets and masters STAAR results Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Sylvia Martinez, Administrative Assistant 5. Classroom Teachers Action Steps: 1. Teachers and students will meet at least once a week for 60 minutes. 2. Teachers will explicitly review/ spiral objectives. 3. Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning. 4. Students will attend tutorials weekly. 5. Teachers will invite tier 2 and tier 3 3rd-5th RLA students to review/spiral learning objectives not mastered. 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 Funding Sources: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$10,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 4 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

Board Goal 1: ELAR The percentage of 3rd grade students performing at students 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: 100% of all RLA teachers will facilitate reading lessons following the Balanced Reading Language Arts Literacy fluid block, which supports the understanding of reading TEKS, for in-depth instructional delivery.

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1: 100% of RLA teachers will apply best reading practices to daily reading instruction following district and campus instructional expectations utilizing the Balanced Reading Language Arts fluid literacy block.

- Evaluation Data Sources:**
- 1. Lesson plan development
 - 2. Daily reading routines
 - 3. Small group instruction
 - 4. Exit tickets
 - 5. End of unit formative assessments
 - 6. Progress monitoring tools(Ren360, KEA, Circle)

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will develop consistent strategies and use common vocabulary in reading by following district and campus instructional expectations utilizing the Balanced Reading Language Arts fluid literacy block plan. Strategy's Expected Result/Impact: Students will demonstrate mastery in reading content such as HFW,		Formative			Summative
		Nov	Jan	Mar	June

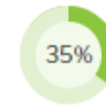
phonics, and reading levels. 85% of the students will meet grade level standards through reading snapshot. 3rd-5th students will meet the campus goal level of 40.42% of students achieving meets and masters performance levels on STAAR.

Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist
2. Eugenia Warren, Teacher Specialist
3. Olivia Casares, Principal
4. Classroom Teachers

Action Steps: 1. Teacher will meet with RLA Teacher Specialist and to plan lessons.
2. Teachers will follow the district and campus instructional expectation of reading lesson planning.
3. Teacher will follow the district planning guides, with scaffolded and extended instruction.
4. Teacher Specialist will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, data review.

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

Funding Sources: General supplies and materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000



No Progress



Accomplished



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Measurable Objective 1 Problems of Practice:






Student Learning

Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. **Root Cause:** Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 2: 100% of K-5th RLA teachers will conduct guided reading and Literacy by 3 instructional strategies with fidelity to support Tier 2 and Tier 3 students.

Evaluation Data Sources: 1. Lesson plan development
2. Daily reading routines
3. Small group instruction
4. Exit tickets
5. End of unit formative assessments
6. Progress monitoring tools(Ren360, KEA, Circle)
7. BRR assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will develop consistent intervention strategies provided by the district and campus instructional expectations utilizing the Balanced Reading Language Arts fluid literacy block plan.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery in reading content such as HFW, phonics, and reading levels. 85% of the students will meet grade level standards through reading snapshot. 3rd-5th students will meet the campus goal level of 40.42% of students achieving meets and masters performance levels on STAAR.</p> <p>Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist Classroom Teachers 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers</p> <p>Action Steps: 1. Teacher will meet with RLA Teacher Specialist and to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading lesson planning. 3. Teacher will follow the district planning guides, with scaffolded and extended instruction. 4. Teacher Specialist will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, data review.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2 Problems of Practice:

School Processes & Programs
<p>Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively.</p> <p>Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.</p>

Measurable Objective 3: 100% of RLA teachers will check for student understanding of reading TEKS and objectives, after the completion of each lesson, to identify and plan for student misunderstanding and provide scaffolded content during the Literacy Block.

- Evaluation Data Sources:** 1. Exit Tickets
2. CFU's
3. Turn and talk discussions
4. Informal and formative data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will plan for student expected mis-understanding utilizing Lead4Ward Field Guides. Strategy's Expected Result/Impact: 85% of the students will demonstrate and meet objective mastery on exit tickets and end of unit assessments. Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Classroom Teachers 3. Olivia Casares, Principal Action Steps: 1. Teacher will meet with RLA Teacher Specialist and to plan lessons. 2. Teachers will follow the district and campus instructional expectation of reading lesson planning. 3. Teacher will follow the district planning guides, with scaffolded and extended instruction. 4. Teacher Specialist will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, data review. 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		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Board Goal 1: ELAR The percentage of 3rd grade students performing at students 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 3: By the end of the 2021-2022 school year, 2nd-3rd grade students will increase the percentages of reading at at/above grade level by 8% , as measured by the EOY BRR assessment.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 2nd Grade RLA teachers will implement and conduct guided reading small group strategies with fidelity to increase BRR reading levels from 43.75% to 51.75 by the EOY assessment.

Evaluation Data Sources: 1. BRR student data
2. Anecdotal Notes
3. Ren360 Lexile levels
4. Literacy by 3 Routines

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement differentiated guided reading groups that provide opportunities for gradual release reading opportunities. Strategy's Expected Result/Impact: EOY BRR Reading assessment Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers Action Steps: 1. Teachers will utilize Learning A-Z and/or F&P benchmarks. 2. Teachers will implement and conduct guided reading small groups with fidelity. 3. Students will engage in workstation activities to reinforce classroom instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: General Supplies and Materials - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2: 3rd Grade RLA teachers will implement and conduct guided reading small group strategies with fidelity to increase BRR reading levels from 49.32% to 57.32 by the EOY assessment.

Evaluation Data Sources: 1. BRR student data
2. Anecdotal Notes

- 3. Ren360 Lexile levels
- 4. Literacy by 3 Routines

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement differentiated guided reading groups that provide opportunities for gradual release reading opportunities. Strategy's Expected Result/Impact: EOY BRR Reading assessment Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Classroom Teachers Action Steps: 1. Teachers will utilize Learning A-Z and/or F&P benchmarks. 2. Teachers will implement and conduct guided reading small groups with fidelity. 3. Students will engage in workstation activities to reinforce classroom instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: General Materials and Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 3: 100% of Kinder-3rd grade teachers will use assessments data to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery.

Evaluation Data Sources: EOY BRR results (Ontrack)

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers in Kindergarten through 3rd Grade will use data from TX KEA, Ren360 Early Literacy and Reading , BRR benchmarks (RAZ/F&P), and campus phonics screeners to develop small group instructional plans to target student needs. Data from these assessments and ongoing progress monitoring will be used during planning to develop instructional plans and will be reflected in lesson plans, teacher data collection, and instructional delivery. Strategy's Expected Result/Impact: More than 50% of students will meet grade level BRR standards. Staff Responsible for Monitoring: Nekia Petry, RLA Teacher Specialist Classroom Teachers Action Steps: 1. K-3rd grade teachers will assess students (KEA, REN360, BRR, and grade level campus screeners). 2. Teachers will use data to develop small group Tier 1-3 instructional plans. 3. Teachers will monitor student progress during small group instruction. 4. Students will be held accountable for their learning via individual learning goal trackers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: General Materials and Resources - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.
School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

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- By the end of the 2021-22 school year Lyons will increase the number of students achieving the meets and masters level from 22.49% to 30.49%, an increase of 8.0%, on the STAAR Math assessment.






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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: 100% of Lyons 2nd - 5th grade Math content teachers will attend RUSMP Academic Professional Development to build their skills on daily math routines and strategies (number talks, number of the day). Monthly coaching meetings with RUSMP representatives via Zoom; also yielding vertical planning.

Evaluation Data Sources: RUSMP sign-in forms, Teacher Specialist classroom walk-throughs and observations

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% 2nd - 5th grade, daily math routines will include strategic math skills building activities demonstrated by the RUSMP instructional support. Strategy's Expected Result/Impact: Teachers will implement effective, student-facilitated activities that will yield an increased skill set including number sense and rapid math recall. Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren RUSMP Representative - Carolyn White Math Lab Teacher - V. Martinez-Gonzalez Classroom Teacher Action Steps: 1) Monthly training sessions with the RUSMP representative. 2) Classroom teacher will implement daily student learning and drilling opportunities with fidelity. 3) Teacher Specialist will monitor the implementation of the RUSMP learning opportunities in the classroom. 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: General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Measurable Objective 2: 100% of all 2nd - 5th grade math content teachers will attend weekly PLCs to share instructional best practices and lesson planning, for effective guided math instruction, lesson delivery and at an elevated level of rigor.

Evaluation Data Sources: PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, Common teaching practices across classrooms.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of 2nd - 5th grade math content teachers will attend content PLCs to practice peer-reviewed "at-bats" and plan for effective differentiated math instruction. Strategy's Expected Result/Impact: Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques to address student learning needs and correct misconceptions. Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers Action Steps: 1) Teachers will identify difficult to teach TEKS, and use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 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 Funding Sources: General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:


Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.






Student Learning
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.
School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

Measurable Objective 3: 100% Math teachers will assess students after the completion of each unit to ensure student math performance is progressing to the Board Goal level of 30.49% of students achieving meets and masters performance levels.

Evaluation Data Sources: Unit assessments, daily exit tickets, Guided Math anecdotal data, Imagine Math (quantile level), IXL TEK mastery, Renaissance 360 State Standard Report

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Student formative assessment results can be supported by the diagnostic results from other sources such as Imagine Math, IXL and Renaissance Progress monitoring assessments, measuring the common quantile levels, to measure progress towards STAAR Quantile expectations. Strategy's Expected Result/Impact: Student learning levels can be measured by multiple sources to determine student's ability to demonstrate objective mastery from different data sources. Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teachers Action Steps: 1) Students will participate in a variety of TEKS-based progress measuring tools, to determine student growth, current performance levels, and track EOY STAAR testing performance. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 100% Teachers will utilize data to plan backwards, to ensure math assignments align to the instruction expectations, and level of rigor. Strategy's Expected Result/Impact: 100% Teachers will be able to provide instruction at the level the students are currently at, and add appropriate scaffolding or extension to build their capacity in math. Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Classroom Teacher Hourly Lecters Action Steps: Teachers will participate in weekly data digs, utilizing student data and Lead4ward instructional Field guides to support effective instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 4: 100% 3rd -5th grade Math teachers will facilitate student tutorial support for Tier 2 and Tier 3 students, outside the regular school day, to support student math performance is progressing to the Board Goal level of 30.49% of students achieving meets and masters performance levels

Evaluation Data Sources: Completed teacher tutorial plans with lesson plans objective and activity; student rosters.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% Teachers will use data to support the selection of students in need of tutorial support. Students not meeting objective mastery will be the students selected to provide targeted, scaffolded intervention. Strategy's Expected Result/Impact: Students expected outcomes will be to demonstrate progress towards meeting STAAR Meets and Masters performance levels in math. Staff Responsible for Monitoring: Teacher Specialists - E. Gomez-Warren Classroom Teacher Teacher Assistant Action Steps: 1) Teacher will complete data analysis to determine the students that are not demonstrating mastery of learning objectives, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning, 3) Teacher will complete intervention rubric to measure student progress. 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: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 4 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

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 2: 100% Teachers will facilitate math lessons following the 5E model that supports the understanding of math TEKS, for in-depth instructional delivery

Strategic Priorities: Cultivating Team HISD Talent

Measurable Objective 1: 100% Teachers will apply best elementary math practices to daily math instruction following district and campus instructional expectations utilizing the math 5E model.

Evaluation Data Sources: Lesson plan development, daily math routines, exit tickets, end of unit formative assessments.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% Teachers will meet with Math Teacher Specialist during weekly PLCs to review unit learning objectives and to ensure the daily math lesson is following the district/campus instructional expectations, and provide math instruction following 5E guided math routines. Strategy's Expected Result/Impact: Student will have instructional learning opportunities in a variety of ways that follow the 5E model assuring a comprehensive learning experience and instruction at their learning level Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Classroom Teacher Action Steps: 1) Math Content Teachers will meet with Math Teacher Specialist to plan lessons, following the district and campus instructional expectation of math lesson planning following the district planning guides, with scaffolded and extended instruction. 2) Teacher Specialist will ensure fidelity of instruction with lesson plan checks, classroom walkthroughs, data review. 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: General supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.







Student Learning

Problem of Practice 2: Special population students learning needs are not supported with effective resources. **Root Cause:** Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 2: 100% of Math teachers will plan and utilize sheltered instruction best practices, to support student articulation of their learning utilizing math academic vocabulary.

Evaluation Data Sources: 100% Math content teachers will make informal and formal student assessment after the completion of each unit to ensure student math vocabulary and application is progressing, following district and campus instructional expectations utilizing the math 5E Guided Math model.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% Math content teachers will plan opportunities for peer-student equity of voice, to encourage academic discussions as mathematicians, to ensure student understanding of application Strategy's Expected Result/Impact: informal and formal student assessment after the completion of each unit to ensure student math vocabulary and application is progressing, following district and campus instructional expectations utilizing the math 5E Guided Math model. Staff Responsible for Monitoring: Content Teacher Specialist - Math Gomez-Warren Classroom Teacher Math Lab Interventionist - V. Martinez-Gonzalez Action Steps: 1) Teachers will provide a system of displaying academic vocabulary that may include a word wall, anchor charts, or student math journal, 2) Teacher will provide opportunities during the lesson to clarify academic vocabulary.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% Math content teachers will provide sentence stems, for peer-student equity of voice, to encourage academic discussions as mathematicians, to ensure student understanding of application. Strategy's Expected Result/Impact: informal student assessment after the completion of each lesson to ensure student discussion will progress towards a writing activity that includes complete sentences and academic vocabulary, following district and campus instructional expectations utilizing the math 5E Guided Math model Staff Responsible for Monitoring: Classroom Teacher Content Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez Action Steps: 1) Teacher will implement a system and routine for peer-student discussions, 2) teacher will guide the students to transfer their peer discussions into a writing activity that explains their thinking. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:






Demographics
<p>Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.</p> <p>Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.</p>
Student Learning
<p>Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.</p> <p>Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.</p>

Measurable Objective 3: 100% Math content teachers will check for student understanding of math TEKS and objectives, after the completion of each lesson, to identify and double plan for student misunderstanding and provide scaffolded content during the 5E Guided Math lesson.

Evaluation Data Sources:

100% Teachers will analyze informal and formative data during and after the Math lessons including Student Turn and Talks, exit tickets, Unit post-assessments.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% Teachers will double plan for student expected mis-understanding utilizing Lead4Ward Field Guides.</p> <p>Strategy's Expected Result/Impact: 100% 2nd - 5th grade teachers will be able to transition into an anticipated mini-lesson, to correct student misunderstanding during the 5E Guided Math lesson. Student will be able to demonstrate objective mastery.</p> <p>Staff Responsible for Monitoring: Classroom Teacher Content Teacher Specialist - E. Gomez-Warren Math Lab Interventionist - V. Martinez-Gonzalez</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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


Goal 1: By the end of the 2021-22 school year, Lyons elementary will meet the criteria for CCMR as measured by Domain 1 of the state accountability system by increasing Meets and Masters by 8% in Math 22.49% (2020-21) to 30.49% (2021-22).





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

Measurable Objective 1: 100% 3rd -5th grade Math teachers will facilitate student tutorial support for Tier 2 and Tier 3 students, outside the regular school day, to support student math performance is progressing to the Board Goal level of 30.49% of students achieving meets and masters performance levels

Evaluation Data Sources: Completed teacher tutorial plans with lesson plans objective and activity; student rosters.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% Teachers will use data to support the selection of students in need of tutorial support. Students not meeting objective mastery will be the students selected to provide targeted, scaffolded intervention. Strategy's Expected Result/Impact: Students expected outcomes will be to demonstrate progress towards meeting STAAR Meets and Masters performance levels in math. Staff Responsible for Monitoring: Teacher Specialists - E. Gomez-Warren Classroom Teacher Teacher Assistant Action Steps: 1) Teacher will complete data analysis to determine the students that are not demonstrating mastery of learning objectives, 2) Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning, 3) Teacher will complete intervention rubric to measure student progress. 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: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				






 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

Measurable Objective 2: 100% of math researched based instructional materials, online resources and Ongoing Math Professional Development will be provided to all teachers.

Evaluation Data Sources: STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: 100% Math content teachers will utilize high quality instructional materials, online resources, technology devices, and learning from professional development to provide quality first instruction to ensure the mastery of required math TEKS for all sub populations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Eugenia Gomez-Warren- Math Teacher specialist Olivia Casares-Principal Classroom Teachers Action Steps: 1. Purchase high quality Instructional Materials. 2. Pay for online math subscriptions. 3. Pay for Extra Duty pay for teachers to attend training. 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: Math Online Subscriptions - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$20,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.

Measurable Objective 3: 100% of all 2nd - 5th grade math content teachers will attend weekly PLCs to share instructional best practices and lesson planning, for effective guided math instruction, lesson delivery and at an elevated level of rigor.

Evaluation Data Sources: PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, Common teaching practices across classrooms.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% of 2nd - 5th grade math content teachers will attend content PLCs to practice peer-reviewed "at-bats" and plan for effective differentiated math instruction. Strategy's Expected Result/Impact: Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques to address student learning needs and correct misconceptions. Staff Responsible for Monitoring: Content Teacher Specialist - E. Gomez-Warren Classroom Teachers Action Steps: 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans. Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation. Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.
School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

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 2: By the end of the 2021-22 school year, Lyons elementary will meet the criteria for CCMR as measured by Domain 1 of the state accountability system by increasing Meets and Masters by 8% in Reading 32.42% (2020-21) to 40.42% (2021-22).

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of 3rd-5th RLA teachers will conduct extend day after school tutorials to support Tier 2 and Tier 3 students.

Evaluation Data Sources: EOY meets and masters STAAR results

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use data to support the selection of students in need of tutorial support. Students not meeting objective mastery will be the students selected to provide targeted, scaffolded intervention. Strategy's Expected Result/Impact: EOY meets and masters STAAR results Staff Responsible for Monitoring: 1. Nekia Petry, Teacher Specialist 2. Eugenia Warren, Teacher Specialist 3. Olivia Casares, Principal 4. Sylvia Martinez, Administrative Assistant 5. Classroom Teachers Action Steps: 1. Teachers will meet at least once a week for 60 minutes. 2. Teachers will explicitly review/ spiral objectives. 3. Teachers will plan the appropriate intervention strategy, scaffolding and activity to engage student learning. 4. Students will attend tutorials weekly. 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: Extra Duty Pay - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:






Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.

School Processes & Programs

Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively.
Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.






Measurable Objective 2: 100% of RLA researched based instructional materials, online resources and Ongoing Reading Professional Development will be provided to all teachers.

Evaluation Data Sources: STAAR Reading

Strategy 1 Details	Reviews			
Strategy 1: RLA teachers will utilize high quality instructional materials, online resources, technology devices, and learning from professional development to provide quality first instruction to ensure the mastery of required reading TEKS for all sub populations. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Nekia Petry- RLA Teacher Specialist Olivia Casares, Principal Action Steps: 1. Purchase high quality RLA Instructional Materials. 2. Pay for online RLA subscriptions. 3. Pay for Extra Duty pay for teachers to attending after hour training's/professional development. 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: Online Digital Resource Subscriptions - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$5,000, Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of all 2nd - 5th grade RLA content teachers will attend weekly PLCs to share instructional best practices and lesson planning, for effective guided Reading instruction, lesson delivery and at an elevated level of rigor.

Evaluation Data Sources: PLC sign-ins, PLC agendas, peer-coaching (at-bat) learning opportunities evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, Common teaching practices across classrooms.

Strategy 1 Details		Reviews			
Strategy 1: 100% of 2nd - 5th grade reading content teachers will attend content PLCs to practice peer-reviewed "at-bats" and plan for effective differentiated reading instruction. Strategy's Expected Result/Impact: Weekly PLC meetings agendas will outline unit-specific instructional strategies and techniques to address student learning needs and correct misconceptions. Staff Responsible for Monitoring: Nekia Petry, Teacher Specialist Classroom Teachers Olivia Casares, Principal Action Steps: 1. Teachers will identify difficult to teach TEKS. 2. Teachers will use Lead4Ward Field Guides to support instructional planning, lesson application and formative assessments. 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		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans. Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation. Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.
School Processes & Programs
Problem of Practice 1: The intervention and extended learning time needs further adjustment to meet the various needs of all of our students. We have students that need intervention (Tier 2 and Tier 3) and students that need enrichment (Tier 1). We need a stronger system that allows all needs to be met and student progress to be tracked effectively. Root Cause: Formal and informal data should be more effectively utilized to form flexible student groups and interventions. Adjustments need to be made in a timely manner.

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 - Special Education students will increase their RLA achievement score 8% to increase from 26% Meets and Masters to 34% achievement in Meets and Masters.






Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1: Special Education Teacher will review student data to determine baseline levels of student performance to create obtainable student goals in Reading, working towards Meets and Masters achievement levels.

Evaluation Data Sources: Resource Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Special Education Teacher will use student data to update student Specially Designed Instruction plan, to support Tier 1 instruction, in Reading. Strategy's Expected Result/Impact: Student will benefit from the specialized instruction, to improve their baseline STAAR performance to reach on level performance. Staff Responsible for Monitoring: Special Education Teacher Content Teacher Specialist Action Steps: 1) Special Education will research student data, and use the information to prepare Specialized Designed Instruction plan with needed supplemental aides TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 2: 100% of Special Education Teachers will support Special Education students following the Co-Teaching model.

Evaluation Data Sources: Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Campus Resource Teachers will follow the best Co-Teaching model that will best impact student learning and classroom support. Strategy's Expected Result/Impact: The Resource student intervention will align with classroom instructional methods and expectations, utilizing Specially Designed instructional support. Staff Responsible for Monitoring: Content Teacher Specialist - Petry Resource Teacher Action Steps: 1) Resource teacher will review teacher lesson plans to identify instructional and scaffolding supports for the students. 2) Resource teacher will review teacher daily schedule to determine best time to provide co-teaching classroom support.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 3: 100% of Special Education Teachers will attend Department PLCs to review student data and review STAAR goal progress.

Evaluation Data Sources: Information STAAR-based exit tickets, district Snapshots and DLAs, Interim Assessments, Ren 360 State Standard report.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Resource teachers will plan together during the PLC to determine the best practices that will yield the most student impact, and practice the application of the planned instructional scaffolds. Strategy's Expected Result/Impact: Student will receive individual instruction at their level, with the specially designed instructional scaffold and supplemental aides. Staff Responsible for Monitoring: Resource Teacher Content Teacher Specialist Action Steps: 1) resource teacher will review the lesson learning objectives and levels of mastery. 2) Resource teacher will plan SDI for student, utilizing scaffolding and supplement aides.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans. Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation. Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

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 2: CLOSING THE GAPS - Special Education students will increase their Math achievement score 8% to increase from 29% Meets and Masters to 37% achievement in Meets and Masters.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% Special Education Teachers will review student data to determine baseline levels of student performance to create obtainable student goals in Math, working towards Meets and Masters achievement levels.

Evaluation Data Sources: Resource Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Special Education Teacher will use student data to update student Specially Designed Instruction plan, to support Tier 1 instruction, in Math Strategy's Expected Result/Impact: Student will benefit from the specialized instruction, to improve their baseline STAAR performance to reach on level performance. Staff Responsible for Monitoring: Special Education Teacher Content Teacher Specialist Action Steps: 1) Special Education will research student data, and use the information to prepare Specialized Designed Instruction plan with needed supplemental aides	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans. Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Student Learning


Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. **Root Cause:** Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.





Problem of Practice 2: Special population students learning needs are not supported with effective resources. **Root Cause:** Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 2: 100% of Special Education Resource Teachers will support Special Education students following the Co-Teaching model.

Evaluation Data Sources: Teacher intervention plan, Student IEP and Specially Designed Instructional plan.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Campus Resource Teachers will follow the best Co-Teaching model that will best impact student learning and classroom support. Strategy's Expected Result/Impact: The Resource student intervention will align with classroom instructional methods and expectations, utilizing Specially Designed instructional support. Staff Responsible for Monitoring: Content Teacher Specialist - Petry Resource Teacher Action Steps: 1) Resource teacher will review teacher lesson plans to identify instructional and scaffolding supports for the students. 2) Resource teacher will review teacher daily schedule to determine best time to provide co-teaching classroom support.	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
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Measurable Objective 2 Problems of Practice:

Demographics

Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. **Root Cause:** Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.

Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. **Root Cause:** Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Student Learning

Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. **Root Cause:** Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation.






Student Learning

Problem of Practice 2: Special population students learning needs are not supported with effective resources. **Root Cause:** Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 3: 100% of Special Education Teachers will attend Department PLCs to review student data and review STAAR goal progress.

Evaluation Data Sources: Information STAAR-based exit tickets, district Snapshots and DLAs., Interim assessments, Ren 360 State Standard report.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Resource teachers will plan together during the PLC to determine the best practices that will yield the most student impact, and practice the application of the planned instructional scaffolds Strategy's Expected Result/Impact: Student will receive individual instruction at their level, with the specially designed instructional scaffold and supplemental aides. Staff Responsible for Monitoring: Resource Teacher Content Teacher Specialist Action Steps: 1) resource teacher will review the lesson learning objectives and levels of mastery. 2) Resource teacher will plan SDI for student, utilizing scaffolding and supplement aides.	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans. Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.
Student Learning
Problem of Practice 1: The implementation of professional development and data analysis procedures has not led to positive trends in student data. Root Cause: Teachers need additional training in data analysis and small group instruction and conferencing in order to positively impact student learning. Data analysis, planning and professional development need to be integrated, as they are not separate processes, and is an instructional expectation. Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.


Board Goal 5: N/A - Additional Campus Goals


Goal 1: ATTENDANCE- By the end of the 2021-22 school year, the attendance rate at Lyons Elementary will increase by 1% from 95.16% (2020-21) to 96.16%.


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


Measurable Objective 1: 100% of the homeroom teachers will report absences via PowerSchool and phone calls we made daily to ALL students that are not in attendance by 9:30 AM every day.


Evaluation Data Sources: Weekly attendance reports
EOY attendance report
TEA Texas Accountability Rating System-TAPR report

Strategy 1 Details		Reviews			
Strategy 1: Teachers submit attendance by 9:30 AM every day and attempt to call students who are absent. Office staff will make follow-up phone calls to inquire reasons for absence and expected return dates. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, the attendance rate at Lyons Elementary will be increase by 1% from 95% to 96% as reported by TEA's Accountability System. Staff Responsible for Monitoring: 1. Homeroom teachers 2. Gabriela Racine, SIR 3. Olivia Casares, Principal 4. Nestor Londono, Dean of Instruction Action Steps: 1. Daily attendance callouts to parents by homeroom and office staff. 2. Attendance monitored daily by SIR. 3. Weekly Attendance Meetings to discuss chronic absenteeism. 4. Attendance letters mailed out to parents with excessive unexcused absences. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Supplies and Materials to mail out attendance notices - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress






 Accomplished

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 Discontinue






Measurable Objective 2: 100% of the students who are receiving Temporary Online Learning will be called if they are counted absent to complete a wellness check.

Evaluation Data Sources: 1. Power BI Temporary Online Learning site
2. PowerSchool Daily Attendance Reports
3. EOY TAPR report

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily attendance and wellness checks will be completed by office personnel to ensure that TOL students are attending online learning classes.</p> <p>Strategy's Expected Result/Impact: Students will attend TOL classes which will result in positive student EOY academic outcomes as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: 1. Gabriela Racine, SIR 2. Sylvia Reese, Clerk 3. Nestor Londono, Dean of Instruction-TOL Coordinator 4. LaShawnda Harris, Nurse</p> <p>Action Steps: 1. SIR will print TOL attendance report. 2. SIR and Clerk will conduct daily TOL student wellness checks via phone calls or emails. 3. Office staff will communicate results to TOL coordinator. 4. If the TOL students health is impacting attendance then nurse will reach out to parents.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Office supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: At the end of every grading cycle, we will have maintained or increased student attendance rate as compared to the same time in 2020-2021

Evaluation Data Sources: TEA Performance Reports
HISD attendance 6 week cycle reports

Strategy 1 Details		Reviews			
Strategy 1: 100% implementation of school-wide attendance plan. Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, the attendance rate at Lyons Elementary will be increase by 1% from 95% to 96% as reported by TEA's Accountability System. Staff Responsible for Monitoring: SIR Dean of Instruction Counselor Action Steps: 1. SIMS will email absence report for the day at 3:00 p.m. to teachers, counselor, and wraparound specialist. 2. The following day, counselor and wraparound specialist will reach out to parents by 9:00 a.m. to identify reasons for absence. 3. Parents and students will be reminded to provide an excuse for all absences. 4. After 3 unexcused absences, an attendance meeting will be called to find a solution to the problem or find support for the student/family. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3 Problems of Practice:

Perceptions
Problem of Practice 1: Student re-engagement and following established systems and routines, which includes daily school attendance and following Lyons behavioral expectations. Root Cause: Effects of COVID-19






Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE- By the end of the 2021-22 school year, the percentage of In School Suspension and Out of School Suspension will be less than 0.1%

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






Measurable Objective 1: 100% of Classroom teachers will receive training in restorative discipline and proactive management processes.

Evaluation Data Sources: 1. Participation in CHAMPS training's.
2. End of the year State and District Reports.
3. HISD PEIMS reports.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of the Lyons Elementary' s classroom teachers will be trained and implement CHAMPS - Class-wide Positive Behavior Support (PBS) strategies.</p> <p>Strategy's Expected Result/Impact: Implementing CHAMPS strategies ensures 0% referrals to DAEP and Lyons will have less than .1% In School Suspensions (ISS) and Out of School Suspensions (OSS) as reported by TEA and PEIMS.</p> <p>Staff Responsible for Monitoring: 1. Vacancy, Counselor 2.Olivia Casares, Principal 3. Nestor Londono, Dean of Instruction 4.Eugenia Gomez-Warren, Teacher Specialist 5. Nekia Petry, Teacher Specialist</p> <p>Action Steps: 1. The counselor will ensure that 100% of the teachers have completed CHAMPS training. 2. Teachers will be monitored by Leadership team members to verify appropriate implementation of CHAMPS strategies. 3. Training will be delivered by counselor to staff who are not applying strategies. 4. Classroom Teachers will teach students CHAMPS management strategies. 5. Students will comply with expected CHAMPS management strategies.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: CHAMPS extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 2: 100% of Lyons teachers and support staff will implement Lyons Behavioral Expectations to ensure positive student behavioral outcomes in all areas of the school.

Evaluation Data Sources: PEIMS discipline reports
Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: 100% staff members will be trained on ensuring that implementation and delivery of Lyons Behavioral Expectations. Strategy's Expected Result/Impact: Implementing Lyons Behavioral Expectations ensures 0% referrals to DAEP and Lyons shall have less than .1% In School Suspensions (ISS) and Out of School Suspensions (OSS) as reported by TEA and PEIMS. Staff Responsible for Monitoring: 1. Leadership Team Members 2. Nestor Londono (Behavior Coordinator) 3. Classroom Teachers 4. Support Staff Action Steps: 1. All staff will be trained on Lyons Behavioral Expectations. 2. Students will be trained by Classroom Teachers. 3. Counselor will support Classroom Teachers and will service students who need more support. 4. Leadership Team will monitor that Lyons Behavioral Expectations are effectively implemented and that students comply with expected positive behaviors. 5. Posters will be placed in strategic areas to remind all stakeholders of Lyons Behavioral Expectations. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 90% of the students will be engaged with monthly campus-wide SEL learning activities .

Evaluation Data Sources: Counseling/SEL EOY reports

Strategy 1 Details	Reviews			
Strategy 1: Students will engage and participate with monthly SEL campus-wide learning activities. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents and referrals. Staff Responsible for Monitoring: Counselor Action Steps: 1. Counselor will plan monthly SEL learning topics using HISD SEL learning curriculum. 2. Counselor will deliver monthly grade level SEL presentations. 3. Students will engage in monthly SEL learning activities. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: SEL Instructional Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Perceptions
Problem of Practice 2: Teachers will need to integrate time in the daily schedule to provide student SEL instruction. Root Cause: COVID-19 has presented the need for additional Social Emotional Learning opportunities.






Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION-By the end of the 2021-22 school year, Lyons Elementary will implement a school wide counseling program that will include bully, suicide, drug and child abuse prevention. The goals is to have less than 5% incidents and reports related to Bullying, Drug, Suicide, and Child Abuse.

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

Measurable Objective 1: 100% of teachers and staff will complete professional development on bullying , drug abuse, child abuse, and suicide prevention.

Evaluation Data Sources: OneSource Compliance Courses Report
Submission of Compliance Courses by all staff

Strategy 1 Details	Reviews			
Strategy 1: All teachers and staff will complete and implement strategies from online mandatory training's: bullying, child abuse, and suicide. Strategy's Expected Result/Impact: Maintain less than 5% incidents and reports related to Bullying, Drug, Suicide, and Child Abuse. Staff Responsible for Monitoring: 1. Olivia Casares, Principal 2. Counselor 3. Classroom Teachers 4. Leadership Team Action Steps: 1. All teachers and staff will be required to complete all required compliance courses related to Bullying, Suicide Prevention, and Child Abuse. 2. Teachers will apply strategies to any incident related to Bullying, Suicide prevention, and Child abuse. 3. Students will be instructed on when and how to communicate to teachers if they are experiencing any bullying, suicidal thoughts, child or drug abuse. Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:






Perceptions
Problem of Practice 1: Student re-engagement and following established systems and routines, which includes daily school attendance and following Lyons behavioral expectations. Root Cause: Effects of COVID-19

Perceptions

Problem of Practice 2: Teachers will need to integrate time in the daily schedule to provide student SEL instruction. **Root Cause:** COVID-19 has presented the need for additional Social Emotional Learning opportunities.






Measurable Objective 2: 90% of the students will participate in monthly violence prevention learning activities.

Evaluation Data Sources: Counselor EOY reports

Strategy 1 Details	Reviews			
<p>Strategy 1: School Counselor will conduct monthly presentations that include bullying, drug abuse and other social emotional learning topics related suicide and child abuse.</p> <p>Strategy's Expected Result/Impact: Maintain less than 5% incidents and reports related to Bullying, Drug, Suicide, and Child Abuse.</p> <p>Staff Responsible for Monitoring: 1. Counselor 2. Olivia Casares, Principal 3. Wraparound Specialist</p> <p>Action Steps: 1. Counselor will develop and present bully prevention program to all students quarterly. 2. Counselor will conduct small group sessions for all students who need support. 3. Bully Prevention resources will be placed in strategic areas around the campus. 4. Counselor will conduct parent engagement quarterly meetings that will include Bully Prevention strategies to support all students.</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100 % of parents and students will receive support from the wraparound specialist as needed.

Evaluation Data Sources: Purple Reports
Wraparound Specialist bi-weekly Check-in's

Strategy 1 Details		Reviews			
Strategy 1: The Wraparound specialist will reach out to parents/guardians in need of assistance and will provide resources needed to prevent violence incidents related to bullying, suicide, drug or child abuse. Strategy's Expected Result/Impact: EOY Wraparound Specialist Purple reports will indicate the number of parents provided community resources to prevent or reduce the number of incidents related to bullying, suicide, drug and child abuse. Staff Responsible for Monitoring: Wraparound Specialist Counselor Action Steps: 1. Leadership Team, Staff, Teachers. Parents and Students will submit SAF referral to the Wraparound specialist. 2. The Wraparound specialist will follow up on the referral. 3. The Wraparound specialist will contact parents/guardians and provide them with community resources. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: General supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3 Problems of Practice:

Perceptions
Problem of Practice 3: Parent involvement has declined due to the inability to access in person parent engagement opportunities which impacts student learning. Root Cause: Due to COVID- 19, safety measures have required parents to access virtual parent engagement learning opportunities through TEAMS which impact communication with campus personnel to support student learning.

Board Goal 5: N/A - Additional Campus Goals






Goal 4: Special Education - By the end of the 2021-2022 school year, Lyons Special Education student in the 3rd - 5th grade, will improve their STAAR Student Success Status percentage from 25% in Meets and Masters to 33%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Special Education students will increase their RLA achievement score 8% to increase from 26% Meets and Masters to 34% achievement in Meets and Masters.

Evaluation Data Sources: Data sourced from district DLA, Renaissance 360 State Standards report, Interim Assessment, EOY STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Special Education teachers will review student Individual Education Plans, to implement their Specially Designed Instruction that supports Tier 1 instruction in Reading, with research-based instructional strategies to yield an increase in Meets and Masters levels of achievement in Reading.</p> <p>Strategy's Expected Result/Impact: Special Education students will increase their RLA passing achievement rate to 34%.</p> <p>Staff Responsible for Monitoring: 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant</p> <p>Action Steps: 1. Review Comprehension Learning goal and SDI plan. 2. Resource teacher will refer to teacher lesson plan to support the Tier 1 instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: General Supplies and Materials - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$500</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.






Student Learning

Problem of Practice 2: Special population students learning needs are not supported with effective resources. **Root Cause:** Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 2: Special Education students will increase their Math achievement score 8% to increase from 29% Meets and Masters to 37% achievement in Meets and Masters.

Evaluation Data Sources: Data sourced from district DLA, Renaissance 360 State Standards report, Interim Assessment, EOY STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Special Education teachers will review student Individual Education Plans, to implement their Specially Designed Instruction that supports Tier 1 instruction in Reading, with research-based instructional strategies to yield an increase in Meets and Masters levels of achievement in Math. Strategy's Expected Result/Impact: Special Education students will increase their Math passing achievement rate to 37%. Staff Responsible for Monitoring: 1. Resource/Inclusion Teacher 2. Classroom Teacher 3. Supporting Teacher Assistant Action Steps: 1. Review Comprehension Learning goal and SDI plan. 2. Resource teacher will refer to teacher lesson plan to support the Tier 1 instruction. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.
Student Learning
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - The Closing the Gaps Student Success percentage of 3rd-5th grade Special Populations students will increase by 8% from 14% to 22%, as measured by 2022 STAAR Domain 3 Closing the Gaps report.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of teachers in 1st -5rd will be trained and implement Sheltered Instruction strategies to support English Learners (EL) in ESL / ELD Reading and Math instruction.

Evaluation Data Sources: Completion certificates of Sheltered instruction Professional Development, ELD Snapshots, EOY TELPAS Scores.

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of teachers in 1st - 5th will write lesson plans that includes explicit ELPS instructional expectations during ESL ELD/Reading and Math lessons.</p> <p>Strategy's Expected Result/Impact: EOY TELPAS progress rate will increase 8% from 56% to 64%.</p> <p>Staff Responsible for Monitoring: Nekia Petry (Reading) Eugenia Gomez-Warren (Math) Olivia Casares Nestor Londono, ESL/ELD</p> <p>Action Steps: 1. Teachers will have an explicit instructional plan to support students in the four (4) assessed areas, Listening, Speaking, Reading and Writing, during ESL, ELD/Reading and Math instruction.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: General Supplies and Resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,500</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:






Demographics
<p>Problem of Practice 1: Closing the Gaps - Student subgroups are not meeting expected levels of growth. Root Cause: Student sub-groups are not being considered when developing Tier 2 or Tier 3 intervention plans.</p> <p>Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.</p>

Student Learning
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.

Measurable Objective 2: 100% of G/T students will be assigned learning tasks that lead to individual learning, that is differentiated according to their student profiles.

Evaluation Data Sources: Differentiated lesson plans with extended learning opportunities to meet the needs of the gifted and talented student; completed Gifted and Talented Learning Plans.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers in 1st - 5th, will write lesson plans that include opportunities for differentiated, individual, interest-based learning for Gifted and Talented students, that meet instructional expectations during the Reading and Math lessons. Strategy's Expected Result/Impact: Gifted and Talented will have interest-based, extended learning opportunities that impacts student learning at a higher level. Staff Responsible for Monitoring: Content area Teacher Specialist - Reading (Pettry), Math (Gomez-Warren) Gifted and Talented Coordinator - H. Buitrago Classroom Teachers Action Steps: 1. Creation of GT Individual Learning Plans. 2. Lesson planning activities that extend student learning in meaningful ways. 3. GT Students will participate in weekly Genius Hour. 4. Teachers will assign weekly Renzulli activities. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Supplies and Materials - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: Special population students learning needs are not supported with effective resources. Root Cause: Student's Specially Designed Instructional needs are not being reviewed to follow the specific resources needed to meet learning deficits.






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT- By the end of the 2021-22 school year 90% of families will attend one of four school wide events and will access at least one agency or resource measured by the Parent Involvement Interim report.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 90% of the Lyons families will attend at least 1 family event.

Evaluation Data Sources: Parent Attendance /Sign-in Sheets






Strategy 1 Details	Reviews			
<p>Strategy 1: Family events such as Meet the Teacher, Open House, Academic Nights- Literacy, Math, and Science, Health Fair, and Gifted and Talented Family Meeting, will be planned at the BOY and a calendar will be sent to families the first week of every month.</p> <p>Strategy's Expected Result/Impact: 90% of Lyons Families will participate in a Parent Involvement activity. Parent Involvement will positively impact student attendance and student academic growth.</p> <p>Staff Responsible for Monitoring: 1. Title 1 Coordinator 2. Parent Engagement Rep 3. Principal</p> <p>Action Steps: 1. Update all contact information for parents/guardians on PowerSchool. 2. Announce all events on the Weekly PawPrints Newsletter, School Messenger, School website, Twitter, and Facebook. 3. Teachers will announce events on their parent communication apps or weekly newsletters. 4. Wrap Around Specialist will reach out to community partners related to resources for parents.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500, Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 3: Parent involvement has declined due to the inability to access in person parent engagement opportunities which impacts student learning. Root Cause: Due to COVID- 19, safety measures have required parents to access virtual parent engagement learning opportunities through TEAMS which impact communication with campus personnel to support student learning.</p>

Measurable Objective 2: 90% of parents will attend Grade Level curriculum and assessment meetings.

Evaluation Data Sources: Parent Sign-In/Attendance






Strategy 1 Details	Reviews			
Strategy 1: Title 1 and Parent Engagement meets will be held monthly to help parents become more involved in student learning. Strategy's Expected Result/Impact: 90% of Lyons Families will participate in a Parent Involvement activity. Parent Involvement will positively impact student attendance and student academic growth. Staff Responsible for Monitoring: 1. Title 1 Coordinator 2. Parent Engagement Rep 3. Olivia Casares, Principal 4. Classroom Teachers Action Steps: 1. Curriculum and Testing Meetings will be announced on the Weekly PawPrints Newsletter, School Messenger, School website, Twitter, and Facebook. 2. Teachers will announce events and invite to parents to their grade levels virtual or in person meeting nights. 3. Students will be rewarded for parent engagement attendance. Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500, Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Perceptions
Problem of Practice 3: Parent involvement has declined due to the inability to access in person parent engagement opportunities which impacts student learning. Root Cause: Due to COVID- 19, safety measures have required parents to access virtual parent engagement learning opportunities through TEAMS which impact communication with campus personnel to support student learning.

Measurable Objective 3: 100% of Parents/Guardians and Community members will be offered the opportunity to participate in the 2021-22 monthly Coffee with the Principal meetings conducted virtually or in person as dictated by HISD's Ready, Set, Go Plan.

Evaluation Data Sources: Parent/Guardian and Community Sign-In Attendance Documents

Strategy 1 Details		Reviews			
Strategy 1: Parents/Guardian and Community Member will be given the opportunity to participate in monthly Coffee with the Principal Meetings. Strategy's Expected Result/Impact: Parents will be informed and updated regarding all Campus Learning Expectations, Assessments, Procedural, and Campus Events. Staff Responsible for Monitoring: Olivia Casares, Principal Maria Acosta, Parent Engagement Rep Counselor Action Steps: 1. Coffee with the Principal meetings will be posted on the school website, Twitter, and Facebook. 2. Reminder monthly School Messenger callouts will be made to all parents , faculty and staff members. 3. Agenda will be posted on Campus website. Title I Schoolwide Elements: 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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






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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

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

Estimated number of students to be screened: 300

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The School Nurse will identify any Lyons student not in compliance with the state's immunizations standards and monitor to update student's status for state's report by October 22, 2021.</p> <p>Strategy's Expected Result/Impact: 100% of all immunizations received by newly enrolling students and non-compliant students will be entered by October 22, 2021 and those on provisional enrollment will be monitored monthly until compliance is met.</p> <p>Staff Responsible for Monitoring: 1. School Nurse 2. Office Clerks</p> <p>Action Steps: 1. Enter immunization data of new entries including all new PK students and new enrollments. 2. Enter all updated immunization records provided by parents and state's Immtrac service. 3. Run immunization non-compliance report utilizing district's Health Office Anywhere (HOA) electronic health reporting software. 3. Monitor compliance monthly. 4. Contact parents with health resources to complete immunization compliance according to immunization schedule.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: General Materials and Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 1 Problems of Practice:






Perceptions
Problem of Practice 4: Office staff need to be cross-trained to support Health and Medical initiatives. Root Cause: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

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: LaShawnda Harris

Estimated number of students to be screened: 600

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

Strategy 1 Details	Reviews			
Strategy 1: Vision screening of approximately 600 Lyons students (PK, K, 1, 3, & 5 grade students) will be completed by December 10, 2021. Strategy's Expected Result/Impact: Screenings of PK, K, 1, 3, & 5 will identify student's that may have vision impairment that could hinder educational outcomes. Staff Responsible for Monitoring: 1. School Nurse Action Steps: 1. Vision screening schedule will be coordinated with class schedules until screenings are complete. 2. Re-screenings will be completed as needed. 3. Students that failed the screening will be identified, parents notified and assisted with vision resources as needed. 4. Screening results and vision referral follow-ups will be entered into district's HOA electronic health record for each student. 5. Vision screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards. Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:






Perceptions
Problem of Practice 4: Office staff need to be cross-trained to support Health and Medical initiatives. Root Cause: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

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: LaShawnda Harris

Estimated number of students to be screened: 600

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

Strategy 1 Details	Reviews			
Strategy 1: Hearing screenings of approximately 600 Lyons students (PK, K, 1, 3 & 5th grade students) will be completed by December 10, 2021. Strategy's Expected Result/Impact: Hearing screenings of PK, K, 1, 3 & 5th will identify students with hearing impairment that could hinder educational outcomes. Staff Responsible for Monitoring: 1. School Nurse Action Steps: 1. Hearing screening schedule will be coordinated with class schedules until screenings are complete. 2. Re-screenings will be completed as needed. 3. Students that failed the screening will be identified, parents notified and assisted with hearing resources as needed. 4. Screening results and hearing referral follow-ups will be entered into district's HOA electronic health record for each student. 5. Hearing screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3 Problems of Practice:


Perceptions
Problem of Practice 4: Office staff need to be cross-trained to support Health and Medical initiatives. Root Cause: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.





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: LaShawnda Harris

Estimated number of students to be screened: 375

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

Strategy 1 Details		Reviews			
Strategy 1: Type 2 Diabetes Screening will be completed for approximately 400 students (Grades 1, 3, &5) by December 10, 2021. Strategy's Expected Result/Impact: Type 2 Diabetes screenings of students in grades 1, 3 & 5th will be completed to identify students at risk of acquiring Type 2 Diabetes that could hinder overall health and affect educational outcomes. Staff Responsible for Monitoring: 1. School Nurse Action Steps: 1. Type 2 Diabetes screening schedule will be coordinated with class schedules until screenings are complete. 2. Re-screenings will be completed as needed. 3. Students that failed the screening will be identified, parents notified and assisted with health resources as needed. 4. Screening results and health referral follow-ups will be entered into district's HOA electronic health record and to the state's reporting agency for each student identified as at risk of acquiring Type 2 Diabetes. 5. Type 2 Diabetes screening results will be compiled and submitted to district in end of year reports per district protocol to meet state reporting standards. Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools Funding Sources: General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200		Formative			Summative
		Nov	Jan	Mar	June
					

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue






Measurable Objective 4 Problems of Practice:

Perceptions
Problem of Practice 4: Office staff need to be cross-trained to support Health and Medical initiatives. Root Cause: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

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

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






Strategy 1 Details		Reviews			
Strategy 1: 100% of students requiring medication administration at school will receive scheduled medication as well as emergency administration medication as needed. Strategy's Expected Result/Impact: Administration of medication will provide needed medication to students to manage chronic illnesses or assist in emergencies or prevent the exacerbation of emergent events. Staff Responsible for Monitoring: 1. School Nurse 2. Office Clerks (Designated Back-ups) Action Steps: 1. Utilizing Health Office Anywhere electronic health record software, a report of students with medical conditions will be generated by September 30, 2021. 2. The teachers of students with current medication and medication administration forms will be notified of student's medication in the clinic and given emergency plans by Sept. 30, 2021. 3. Parents of students identified as having chronic health conditions but does not have medication in the clinic by Sept. 30, 2021 will be contacted for update of student's condition and need for in-school medication. 4. Student's health records will be updated to reflect student's health condition and availability of in-school medication. 5. A refresher training will be completed with office clerks to understand clinic protocols and medication administration procedures. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: General Nursing Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 5 Problems of Practice:

Perceptions
Problem of Practice 4: Office staff need to be cross-trained to support Health and Medical initiatives. Root Cause: High volume of medical incidents related to Covid-19 have delayed completing screening in a timely manner.

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: LaShawnda Harris
Number of AEDs on campus: 2

Strategy 1 Details		Reviews			
Strategy 1: Each of the school's AED (2) will undergo maintenance checks monthly throughout the school year. Strategy's Expected Result/Impact: Monthly AED maintenance checks will be performed on the 2 school's AEDs to ensure proper functioning in case of an emergency. Staff Responsible for Monitoring: 1. School Nurse: LaShawnda Harris, RN Action Steps: 1. Each AED will be checked for proper functioning according to district's Health and Medical series check sheet. 2. Any maintenance concerns will be reported to HISD Health and Medical services for repairs, updates and/or supplies. 3. The annual report of AED maintenance will be submitted to HISD Health and Medical Services with the End of Year reports. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					


Board Goal 5: N/A - Additional Campus Goals**Goal 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: 100% of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will be provided health education, physical activity opportunities and nutritional education.






Evaluation Data Sources: Type 2 Diabetes Screening data and reports; Physical education fitness test results; Physical education course participation and grades

Strategy 1 Details	Reviews			
Strategy 1: 100% of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes screening will be provided information on Lyons after-school programs that encourage physical activity. Strategy's Expected Result/Impact: Students increase in physical activity will improve physical health decreasing the risk of cardiovascular disease and development of obesity and Type 2 diabetes. Staff Responsible for Monitoring: 1. School Nurse: LaShawnda Harris, RN 2. After-school program coordinator 3. After-school program sponsors 4. Physical education teacher: Michael Rivera and Victor Sanchez Action Steps: 1. School nurse will alert after-school coordinator of students that are at-risk for Type 2 diabetes, cardiovascular disease or health issues for opportunity to participate in after-school program that encourages physical activity. 2. Coordinator and school nurse will work to contact parents to recommend physical activity after-school programs. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of Lyons students will be provided the opportunity to participate in weekly physical education courses. Strategy's Expected Result/Impact: Physical education will provide opportunity for participation in a coordinated fitness test and fitness program to improve health and wellness and prevent obesity, diabetes and	Formative			Summative
	Nov	Jan	Mar	June






<p>cardiovascular disease risks.</p> <p>Staff Responsible for Monitoring: 1. Physical education teachers: Michael Rivera and Victor Sanchez</p> <p>Action Steps: 1. School administration will coordinate school schedule to allow weekly physical education participation.</p> <p>2. Physical education teachers coordinate the physical education program according to student's developmental level.</p>	<div><div></div><div>100%</div></div>			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

Measurable Objective 2: 100% of Lyons students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes will receive parental communication about screening results and referrals to their healthcare providers.

Evaluation Data Sources: Type 2 Diabetes screening results and reports; Type 2 Diabetes Screening Referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of Lyons students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will receive screening results and Type 2 Diabetes health screening information for parents, referrals to healthcare providers and contact information for health resources (if needed).</p> <p>Strategy's Expected Result/Impact: A coordinated and collaborative effort between student, parent, school nurse and healthcare provider can improve plan of care to improve health outcomes.</p> <p>Staff Responsible for Monitoring: 1. School Nurse: LaShawnda Harris, RN</p> <p>Action Steps: 1. Results of students identified as at-risk for Type 2 Diabetes through annual Type 2 Diabetes Screening will receive written results of screening and health education.</p> <p>2. Parents of students identified as at-risk for Type 2 Diabetes will receive written results to Type 2 Diabetes Screening.</p> <p>3. Parents of students identified as at-risk for Type 2 Diabetes will receive health referral for healthcare provider.</p> <p>4. Parents of students identified as at-risk for Type 2 Diabetes will receive contact information for health resources if family does not have a healthcare provider.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of Lyons students and parents will have opportunity to participate in health fair and healthy food distribution each semester.

Strategy 1 Details	Reviews			
Strategy 1: 100% of Lyons students and parents will receive health and nutrition education as well as healthy foods through annual health fair and food distribution. Strategy's Expected Result/Impact: Health and nutrition education as well as distribution of healthy food will introduce families to healthy eating therefore improving health outcomes and decreasing likelihood of obesity, cardiovascular disease and Type 2 Diabetes. Staff Responsible for Monitoring: 1. Wrap Around Specialist: Jennifer Sampleton 2. School Nurse: LaShawnda Harris, RN Action Steps: 1. Wrap Around Specialist and School Nurse will contact healthcare and nutrition providers to participate in health fair. 2. Wrap Around Specialist and School Administration will schedule health fair date. 3. Students and parents will receive invitation to participate in health fair.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Board Goal 5: N/A - Additional Campus Goals





Goal 9: Science - By the end of the 2021-22 school year we will increase our meets and masters performance level from 14.56% to 22.56%, an increase of 8.0%, on the STAAR Science assessment.

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

Measurable Objective 1: 100% of 2nd - 5th grade Science Teachers will attend content professional Development opportunities provided by campus and district to build their instructional skill set.

Evaluation Data Sources: Teacher Specialist will review lesson plans, complete Walk throughs and observations, looking for evidence of application of teacher's learning.

Strategy 1 Details		Reviews			
Strategy 1: 100% of 2nd - 5th grade Science teachers will attend professional development opportunities that focus on instructional practices that align with state assessment content and level of rigor. Strategy's Expected Result/Impact: 85% of (1st-5th) students will meet grade level standards through Science Snapshots. 22.56% of 5th grade students will achieve Meets and Masters on STAAR Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Science Lab Interventionist - S. Izquierdo Action Steps: 1. Teachers will seek out Professional Development opportunities offered by HISD 2. Teacher will apply learned instructional practice to lesson plan and daily instruction. 3. Students will be assessed on Science grade level objectives via snapshots. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: Extra Duty PAY - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
					

 No Progress  Accomplished  Continue/Modify  Discontinue






Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Measurable Objective 2: 100% of EIR teachers will attend quarterly planning sessions of the 5E Science model of instruction to assure effective lesson delivery and level of rigor.

Evaluation Data Sources: Completion of EIR Kiano documents, meeting sign-ins, evidence of teacher applying learning through instruction or student product. Differentiated lesson plan, with evidence of double planning to address student mis-conceptions, Common teaching practices across classrooms.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: 100% EIR Teacher and Coach will participate in peer-reviewed "at-bats" for effective differentiated science instruction. Strategy's Expected Result/Impact: 85% of 1st - 5th students will meet grade level standards through Science DPA. 22.56% of 5th grade students will achieve Meets and Masters Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Science Teacher Interventionist - S. Izquierdo Classroom Teachers Hourly Lectors Action Steps: 1. Teachers will identify difficult to teach TEKS (priority TEKS) 2. Teachers will use Lead4Ward Field Guides 3. Teachers will conduct at-bats 4. Teachers will follow 5E model and plan data driven lessons. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Measurable Objective 3: 100% Science teachers will assess students during progress monitoring periods, to support and ensure student science performance is progressing to meet the Board Goal level of 22.56% of students achieving meets and masters performance levels.

Evaluation Data Sources: data digs, posted classroom data, student articulation of goals, adjusted lesson plans

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% classroom teachers will analyze formative data and Science lessons during weekly planning sessions, to identify and double plan for student misunderstanding and provide scaffolded content during the 5E science lesson. Strategy's Expected Result/Impact: Student will be able to demonstrate objective mastery, and be able to articulate their learning in multiple ways. 85% of (1st-5th) students will meet grade level standards through district Science assessments. 22.56% of 5th grade students will achieve Meets and Masters Staff Responsible for Monitoring: 1. Teacher Specialist - E. Gomez-Warren 2. Science Lab Interventionist - S. Izquierdo 3. EIR Mentor - K. Uribe 4. Classroom Teacher 5. Hourly Lectors Action Steps: Teachers will participate in data digs, during PLCs and review available current data (exit tickets, student response journals, unit formative assessments) to plan effective lessons, and adjust student misunderstanding Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue






Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

Measurable Objective 4: 100% of Science teachers will utilize sheltered instruction best practices, to support student articulation of their learning utilizing science academic vocabulary.

Evaluation Data Sources: Classroom walkthroughs, student work products including formal and in-formal observation, exit tickets and formative assessments.
85% of (1st-5th) students will meet grade level standards through Science Snapshots.
22.56% of 5th grade students will achieve Meets and Masters.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: 100% Science teachers will display Academic Objective Dash board, vocabulary word wall, and sentence starter anchor charts to support student self-facilitated, peer conversations. Strategy's Expected Result/Impact: 85% of (1st-5th) students will meet grade level standards through Science Snapshots. 22.56% of 5th grade students will achieve Meets and Masters. Staff Responsible for Monitoring: Teacher Specialist - E. Gomez-Warren Science Lab Interventionist - S. Izquierdo EIR Mentor - K. Uribe Classroom Teachers Hourly Lectors Action Steps: 1. Teachers will create and update Academic Objective dashboards that clearly states learning objective, accompanying vocabulary, and guided questions to support student objective mastery and self-facilitated learning. 2. Students will be able to work with peers, and remain on topic to dialogue science lesson objective and support peers through equity of voice. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: General Supplies and Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 4 Problems of Practice:

Demographics
Problem of Practice 2: Teacher capacity building has not met the changing student demographics needs. Current demographic changes include an increase in the need for ESL/sheltered instruction, as well as the limited success in Closing Student learning Gaps for all students. Root Cause: Demographic strengths once included the stability of neighboring community, but has since experienced an increase in family mobility resulting in a higher number of students that are non-continuously enrolled.

State Compensatory

Budget for 128 Lyons Elementary School

Total SCE Funds: \$274,418.97

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * 2 Multi Grade Teacher-Provide Intervention Services (Science and Math) and monitor and assist student performance.

Personnel for 128 Lyons Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Buitrago, Hector J	Teacher, Intervention(G	1
Izquierdo, Sarah D	Teacher, Multi-Grade	1
Martinez-Gonzalez, Vicente	Teacher, Multi-Grade	1
Perales, Yamileth	Sr Academic Tutor-10M	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Lyons Elementary has conducted a comprehensive needs assessment that serves as the centerpiece of our planning process and the driving force most impacting the campus improvement plan. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. Lyons Elementary has created a school wide program goal in mind to ensure that all students, particularly those who are low-achieving, demonstrate proficient or advanced levels of achievement on a variety of assessment measures, including state assessments. Our campus will Set high expectations for students and staff, implement best practices for curriculum and instruction, focus on student achievement by examining and understanding data with teachers, parents, and students, encourage a collaborative spirit among staff members and between staff and parents, and commit to continuous improvement for each and every student every year.

We are committed to:

- Conducting a comprehensive needs assessment
- Identifying goals and strategies that address those needs
- Conducting an annual review of the effectiveness of the school wide plan and revising it as needed

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders.

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:

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

The SIP is available to the local educational agency, parents, and the public. The most recent version of the Student Improvement Plan can be requested from the front office and is posted on the campus website. The information contained in the plan is understandable and in a uniform format. The document is written in English, and is translated annually into Spanish. In the event we would have a community member that would need an alternate translation, we could contact the district office and hire a translator.

2.4: Opportunities for all children to meet State standards

Opportunities and strategies are designed to improve student performance include:

- Instructional strategies which are supported by scientifically-based research

- Examination of data to identify areas of strength and areas of needs assessment
- Implementation of Positive Behavioral Intervention and Support Schoolwide

2.5: Increased learning time and well-rounded education

Lyons Elementary will use methods and instructional strategies that strengthen the academic program in the school. We try to increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Each year adjustments are made to the master schedule in order to maximize learning time.

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
- AT BATs
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Lyons Elementary shall jointly develop with, and distribute to parents and family members of participating children a written parent and family engagement policy. This policy will be reviewed annually. Parents will be notified of the policy in an understandable and uniform format in the fall semester of each school year. It will be provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Lyons Elementary has a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 30, 2021 -4 pm
- Meeting #1 Alternate - October 1, 2021- 9am
- Meeting #2 - November 18, 2021- 4pm
- Meeting #2 Alternate - November 30, 2022-1pm
- Meeting #3 - January 27, 2022-5pm
- Meeting #3 Alternate - February 1, 2022-9 am
- Meeting #4 - March 31, 2022- 4pm
- Meeting #4 Alternate - April 5, 2022-9am

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hector Buitrago	General Interventionist	Interventionist	100%
Maria E. Acosta	Parent Engagement Representative	Family Engagement	100%
Vacancy		Campus	100%
Yamileth Perales	Sr. Academic Tutor	Intervention	100%

Campus Administrator

Committee Role	Name	Position
Administrator	Nestor Londono	Dean of Instruction
Administrator	Eugenia Gomez-Warren	Teacher Specialist
Administrator	Nekia Petry	Teacher Specialist

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Olivia Casares	Chairperson
Classroom Teacher	Dalia Pena	SDMC Classroom Teacher
Classroom Teacher	Rosa Delcid	SDMC Classroom Teacher
Non-classroom Professional	Nestor Londono	SDMC Other School Based Professional Staff
Classroom Teacher	Kasandra Martinez	SDMC Classroom Teacher
Business Representative	Luis Hernandez	SDMC Business Representative
Non-classroom Professional	Michael Rivera	SDMC- Other School Based Professional
Non-classroom Professional	Sylvia Reese	SDMC Non-Instructional Staff Member
Community Representative	Xaneth Hernandez	SDMC Community Member
Parent	Juan Acosta	SDMC Parent
Community Representative	Robert Lindberg	SDMC Community Member
Parent	Maria G Ortiz	SDMC Parent
Classroom Teacher	Miguel Diaz	SDMC- Classroom Teacher
SPED Representative (non-voting)	Thomas Pierce	SDMC SPED Representative