

# **Houston Independent School District**

## **252 Wainwright Elementary School**

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

**Accountability Rating: C**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date:** November 10, 2022  
**Public Presentation Date:** November 10, 2022

# Mission Statement

The mission of Wainwright Elementary School is to inspire a passion for learning and innovation in order to prepare students for an ever-changing world by establishing high academic and behavioral expectations. We will strive to create active partnerships between our families, faculty, and staff to ensure all members of the Wainwright community feel welcomed, supported, safe, and valued.

## Vision

The vision of Wainwright Elementary School is to prepare all students to be productive, caring, and responsible members of a global society who are academically prepared and empowered to be innovators able to meet the demands of a changing world.

## Purpose Statement

- Wainwright Elementary will instill a lifelong love of learning in each and every student. We will create an atmosphere that inspires and empowers our scholars to succeed academically, socially and emotionally. We will cultivate a culture that inspires our scholars to become positive, productive members of their communities. We will work to serve as a beacon of light for each and every scholar, family, and stakeholder of the Wainwright community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jonathan Mayhew Wainwright Elementary School is located at 5330 Milwee Street. The site is a schoolwide Title 1 Magnet campus, as well as a dual language school. These programs are designed to remove barriers for our students by closing the achievement gap. The school serves students in grades Pre-K-5 and is in Elementary Schools Office 2. The school enrollment for the 2021-2022 school year was 465 students, which is an increase from 402 in 2020-2021, comprised of approximately 73.3% Hispanic students, 20.8% African American students, 5.1% White students, and .22% Asian students. The student population is 48% female and 52% male. Moreover, 61% of the students are considered at-risk and 92% meet the criteria to be classified as economically disadvantaged. Wainwright serves 12 students in the GT program, 184 students in the emergent bilingual program, 156 students in the bilingual program, and 76 students through special education. The student attendance rate was 91%.

Wainwright is led by Michelle Lewis as the site principal. The school has about 50 staff members including certified teachers, teacher specialists, and paraprofessionals. The staff had a 50% retention rate from 2021-2022 school year to the 2022-2023 school year. Intensive recruitment efforts resulted in rehiring for these positions. Many of the new staff members have multiple years of teaching experience but are new to HISD. The teacher to student ratio averages 23:1.

### Demographics Strengths

Wainwright Elementary benefits from a diverse population with students in numerous subgroups: African American, Hispanic, White, and Asian.

Hispanic- 73%

African American- 21%

White- 5%

Asian- .22%

Two or More Races- .43%

### Special Populations

Emergent Bilingual- 40%

Bilingual- 36%

Special Education- 16%

Wainwright had a 50% teacher turnover from the 2021-2022 school year, but was able to attract highly qualified teachers to ensure success for all students.

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

**Problem of Practice 1 (Prioritized):** GT population is decreasing and under represented at Wainwright Elementary. In 2020-2021 4.48% of the students were identified as GT, as opposed to only 2.58% during the 2021-2022 school year. In addition, parent focus groups have identified this as an area of concern. **Root Cause:** Teachers are not identifying and recommending students for GT placement due to lack of understanding of GT characteristics.

**Problem of Practice 2 (Prioritized):** There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. **Root Cause:** Lack of common systems to support teacher and student emotional learning.

**Problem of Practice 3 (Prioritized):** Parent focus groups reported there was a lack of communication from the school in the areas of academics and parent involvement opportunities. There was insufficient data collected on parent involvement opportunities last year. The goal for 2022-2023 is to have 50% of families attend at least one family engagement event. **Root Cause:** No process was created to communicate with families on a consistent basis.

# Student Learning

## Student Learning Summary

Texas provides annual academic accountability ratings to its public school districts, charters, and schools. The ratings are based largely on performance on state standardized tests and graduation rates. The rating examine student achievement, student progress, efforts to close the achievement gap, and postsecondary readiness.

Domain 1: Student Achievement- 60

Domain 2: School Progress- 79

Domain 3: Closing the Gaps- 74

Performance in these domains resulted in Wainwright receiving a "C" rating.

An analysis of TEA assessment data and district data indicates that students increased their performance from the previous rating by TEA in 2019. The school was previously identified for targeted supports and improvement. In addition, the school did not receive any distinctions. Wainwright did improve to a C rating. However, student achievement in the areas of Mathematics, Reading, and Science were at a D level. The campus met the state target for TELPAS progress by having 37 % of Emergent Bilingual students meet or exceed their growth target from the 2021 school year to the 2022 school year.

Students at meets or mastered as measured by the STARR Assessment data is broken down by the following subgroup groups:

### Reading:

African American- 23%/8%

Hispanic- 36%/ 16%

White- 70%/20%

Economically Disadvantaged- 34%/14%

Emergent Bilingual- 32%/17%

Special Education- 45%/5%

### Math:

African American- 19%.8%

Hispanic- 26%/10%

White- 50%/40%

Economically Disadvantaged- 26%/10%

Emergent Bilingual- 24%/10%

Special Education- 42%/16%

### **Science:**

African American- 67%/33%

Hispanic- 21%-10%

Economically Disadvantaged- 30%/17%

Emergent Bilingual- 16%/12%

Special Education- 62%/31%

### **Student Learning Strengths**

The school received a C rating. Moreover, Wainwright received a distinction for Science.

There were numerous academic gains made from 2022-2021 to 2021-2022 as measured by the STARR assessment data.

#### **Reading Growth:**

African American students Meets and Mastered grew from 8% to 23%

Hispanic students Meets and Mastered grew from 26% to 36%

Economically Disadvantaged students Meets and Mastered grew from 25% to 34%

Emergent Bilingual students Meets and Mastered 24% to 32%

Special Education students Meets and Mastered grew from 4% to 45%

#### **Math Growth:**

African American students Meets and Mastered grew from 0% to 19%

Hispanic students Meets and Mastered grew from 10% to 26%

Economically Disadvantaged students Meets and Mastered grew from 11% to 26%



Emergent Bilingual students Meets and Mastered 10% to 24%

Special Education students Meets and Mastered grew from 0% to 42%

Science Growth:

African American students Meets and Mastered grew from 50% to 67%

Hispanic students Meets and Mastered grew from 10% to 21%

White Students Meets and Mastered grew from 50% to 100%

Economically Disadvantaged students Meets and Mastered grew from 11% to 30%

Emergent Bilingual students Meets and Mastered 10% to 16%

Special Education students Meets and Mastered grew from 8% to 62%

### **Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1 (Prioritized):** The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Problem of Practice 2 (Prioritized):** Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading. On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Problem of Practice 3 (Prioritized):** Parent focus groups reported there was a lack of communication from the school in the areas of academics and parent involvement opportunities. There was insufficient data collected on parent involvement opportunities last year. The goal for 2022-2023 is to have 50% of families attend at least one family engagement event. **Root Cause:** No process was created to communicate with families on a consistent basis.

# School Processes & Programs

## School Processes & Programs Summary

One of the first decisions the new leadership team made was to address the high teacher turnover rate that Wainwright experienced after the 2021-2022 school year. The decision was made to provide all staff with Capturing Kids Hearts training prior to the start of the school year. This program will ensure teachers have the SEL tools to be successful, as well as help create the strong teams necessary for support and retention.

The leadership uses the root cause analysis protocol of "The 5 Why's" to determine areas of concern, the root cause, and what action steps should be taken to improve the problem of practice.

Administration also addressed several areas regarding scheduling by creating a master schedule that protects reading block, math block, as well as science and social studies. The master schedule includes a guaranteed intervention time, as well as support services from the counselor. Reorganizing the resources available for ancillary ensures that teams will have common plan time every day for PLC, coaching, and additional support as needed.

Leadership has been intentional in communication with staff and stakeholders. A weekly staff memo ensures teachers are supported. As well as bi-monthly faculty meetings that provide PD as necessary. Weekly PLC meetings ensure staff have a common understanding of the curriculum, as well as the skills to analyze student data to make the appropriate instructional next steps to increase student achievement. A monthly newsletter is available to families, monthly Coffee with the Principal, monthly Parent Involvement opportunities, and monthly Site Based Decision Committee meetings.

Wainwright is focused on providing all students with on-level tier 1 instruction. Collaboration with district content experts has ensured that research-based curriculum is being utilized, lesson plans are internalized prior to instruction, and that assessments are aligned to the rigor of the standard.

The school has a full-time counselor, 2 interventionists, and a wraparound specialist to ensure supports are provided to ensure student success.

Wainwright hosts the FLYE after school program that provides intervention and enrichment opportunities for our students. This program is offered to all students and scholarships are available if necessary.

Wainwright has a designated computer lab. Weekly technology education is provided through the ancillary schedule. Additional technology devices are assigned to classrooms to provide opportunities to include technology in classroom work. Wainwright is currently assessing the site's technology needs as we prepare students to take the STARR test online in the spring of 2023.

## School Processes & Programs Strengths

Wainwright offers a dual language program, as well as a STEM Magnet program to students of the community. These programs have assisted in increasing student enrollment, which had been declining over the past few years.

Wainwright has a newly established PTA that is made up of both families and community members. The association is visible and engages in consistent communication with school leadership and families.

The master schedule has been created to provide daily common plan time for every grade level. In addition, teams will participate in weekly PLC meetings. During these meetings data-driven decisions are made to address the needs of all students. DDI protocols are utilized to analyze data and determine instructional next steps.

ESSER funds have been allocated to hire a math interventionist and a reading interventionist. These positions will provide interventions to Tier II and Tier III students , as well as support to staff.

Consistent feedback and coaching (walk throughs and observations) are provided to staff, aligned to the Get Better Faster Scope and Sequence and the T-TESS appraisal system.

All staff members in grades K-3 will complete the Reading Academy training. In addition, all staff members were trained in Capturing Kids Hearts prior to the start of the 2022-2023 school year.

The Leadership Team meets weekly to monitor action steps in relation to school goals.

### **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1 (Prioritized):** There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. **Root Cause:** Lack of common systems to support teacher and student emotional learning.

**Problem of Practice 2 (Prioritized):** The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Problem of Practice 3 (Prioritized):** Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Problem of Practice 4 (Prioritized):** Parent focus groups reported there was a lack of communication from the school in the areas of academics and parent involvement opportunities. There was insufficient data collected on parent involvement opportunities last year. The goal for 2022-2023 is to have 50% of families attend at least one family engagement event. **Root Cause:** No process was created to communicate with families on a consistent basis.

# Perceptions

## Perceptions Summary

This is principal Lewis' first year at Wainwright. Upon her hire in June of 2022, she began to meet with staff and stakeholders to get a deeper understanding of the climate and culture of the school. One piece of data was that the school only had a 50% retention from the previous school year.

Through the summer, Ms. Lewis conducted one on one interviews with returning staff, identified her first followers and created a leadership team which met weekly, met with her PTA to discuss their goals, met with community partners, established a partnership through "Loving Houston", and hosted a "Popsicles with the Principal" event to establish communication with families. Prior to the start of the school year, Wainwright hosted a "Meet the Teacher" event.

Based upon the turnover from the previous years, as well as feedback received during the focus meetings, the decision was made to provide Capturing Kids Hearts training to all staff members. This training has provided the staff with the necessary tools to create a positive and inviting school climate. These skills are practiced in classrooms, throughout the school, as well as in interactions with stakeholders.

During preservice week, staff collaborated to create a purpose statement based on shared beliefs. This purpose statement is the touchpoint of all decisions made at the site, as well as with stakeholders.

- Wainwright Elementary will instill a lifelong love of learning in each and every student. We will create an atmosphere that inspires and empowers our scholars to succeed academically, socially and emotionally. We will cultivate a culture that inspires our scholars to become positive, productive members of their communities. We will work to serve as a beacon of light for each and every scholar, family, and stakeholder of the Wainwright community

Initial feedback from students, staff, families, and district supports indicates that the school has been successful in creating a positive and inviting school climate. Evidence that families and communities are an integral part of the success of Wainwright can be found through sign-in sheets, agendas, and flyers advertising school events. Continued activities include Coffee with the Principal, Hallow"read", and monthly grade level assemblies. Progress in this area will be monitored by surveys to all stakeholders throughout the school year.

## Perceptions Strengths

Wainwright has already hosted 4 parent involvement events this year, Popsicles with the Principal, Meet the Teacher, Boo Hoo Breakfast, and Open House. Attendance has increased with each event this year. The most recent event had close to 50 families in attendance. Additional events are planned throughout the school year. Wainwright also provides translators for in person events to ensure all stakeholders are informed.

Wainwright is providing families with a monthly newsletter aligned to the Capturing Kids Hearts EXCEL Model of communication. This letter provides necessary communication, as well as empowers families with strategies to help their student at home. All communication is provided in English and Spanish.

An initial staff survey indicates that staff feel supported by administration.

CKH is being implemented across the school with over 80% of classes utilizing the Social Contract to establish classroom norms. In addition, all staff are greeting students at the door and starting the day by sharing "good things". Moreover, a PBIS Maxtrix with aligned Common Area Expectations was created and has been implemented school-wide. Staff report more tiime being spent on instruction as a result.

The school has developed a system to equitably distribute duties, extra duties, and class coverage as those were identified as reasons teachers did not return.

### **Problems of Practice Identifying Perceptions Needs**

**Problem of Practice 1 (Prioritized):** There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. **Root Cause:** Lack of common systems to support teacher and student emotional learning.

**Problem of Practice 2 (Prioritized):** Parent focus groups reported there was a lack of communication from the school in the areas of academics and parent involvement opportunities. There was insufficient data collected on parent involvement opportunities last year. The goal for 2022-2023 is to have 50% of families attend at least one family engagement event. **Root Cause:** No process was created to communicate with families on a consistent basis.

# Priority Problems of Practice

**Problem of Practice 5:** GT population is decreasing and under represented at Wainwright Elementary. In 2020-2021 4.48% of the students were identified as GT, as opposed to only 2.58% during the 2021-2022 school year. In addition, parent focus groups have identified this as an area of concern.

**Root Cause 5:** Teachers are not identify and recommending students for GT placement due to lack of understanding of GT characteristics.

**Problem of Practice 5 Areas:** Demographics

**Problem of Practice 1:** There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly quailified teachers for the 2022-2023 school year.

**Root Cause 1:** Lack of common systems to support teacher and student emotional learning.

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

**Problem of Practice 2:** The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment.

**Root Cause 2:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

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

**Problem of Practice 4:** Parent focus groups reported there was a lack of communication from the school in the areas of academics and parent involvement opportunities. There was insufficient data collected on parent involvement opportunities last year. The goal for 2022-2023 is to have 50% of families attend at least one family engagement event.

**Root Cause 4:** No process was created to communicate with families on a consistent basis.

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

**Problem of Practice 3:** Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered.

**Root Cause 3:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

- Professional learning communities (PLC) data
- 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
- Study of best practices



# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.


**Goal 1:** The percentage of students performing at or above grade level in reading as measured by the Meets and masters Standard on STAAR will increase from 37% and 15% in 2022 to 47% and 20% by June 2023.


**Strategic Priorities:**






Transforming Academic Outreach

**Measurable Objective 1:** 50% of students will meet grade level standards on end of unit common assessments. 20% of students will master grade level standards on end of unit assessments.

**Evaluation Data Sources:** Campus Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize provided high quality curriculum by implementing the district literacy resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for lesson plan internalization, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> 3-5 teachers, administration, teacher specialist, DDIS, interventionist</p> <p><b>Action Steps:</b> PLC on curriculum alignment (Wainwright PLCs will spend time weekly review lesson plans for curriculum alignment and internalization)</p> <p>PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.)</p> <p>PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Teacher PD stipends, Tutorials - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All K-3 staff and administrators will complete Reading Academy modules.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge of the fundamentals of teaching reading which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> K-3 Teachers Administration Teacher Specialists</p> <p><b>Action Steps:</b> Administration will be intentional about providing opportunities to complete the modules. (PD days, PLC time, offering after school/Saturday opportunities) Administration will complete monthly progress checks (Acknowledge those on track and offer support to those if needed)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				


Strategy 3 Details		Reviews			
<b>Strategy 3:</b> After- School tutoring, Saturday school, or school day interventions will be provided to students scoring below 70% or not meeting progress measures on campus, district, or state assessments. <b>Strategy's Expected Result/Impact:</b> Interventions will be monitored to ensure students in need of assistance are receiving support, which will result in student gains. <b>Staff Responsible for Monitoring:</b> Teachers Interventionist Administration Teacher Specialist <b>Action Steps:</b> PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.) PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.) Adhere to the Master Schedule which includes daily intervention time. If more time is needed provide opportunities for after school or Saturday school.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Tutoring stipends - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - \$40,000		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.
School Processes & Programs
<b>Problem of Practice 3:</b> Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

### Measurable Objective 2: All students will demonstrate 1 year of growth from BOY to EOY, as measured by Benchmark Running Records.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize the Benchmark Running Records to identify baseline performance for students in reading. Students will be provided targeted interventions to address learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student reading levels will close the achievement gap, this increasing student outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Teacher Specialist, Interventionist, DDIS</p> <p><b>Action Steps:</b> PLC on Benchmark Running Records Assessment (Wainwright will work with the ELA CIC and DDID to ensure teachers are knowledge on how to administer the assessment and analyze the data) Master Schedule is created to provide opportunities to administer the assessment BOY, MOY, EOY PLC to analyze data ( Wainwright will utilize PLC time to analyze data and plan for necessary targeted interventions, based on the assessment data)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The administrative team and curriculum CICs will support teachers in writing, and internalizing lesson plans that utilize the district provided curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Focusing on "how" to teach vs. " what" to teach will provide students with high quality Tier 1 instruction, this resulting in student gains.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, teacher specialist, CIC, DDIS</p> <p><b>Action Steps:</b> Administration will provide weekly feedback on lesson plans, focused on internalization of district provided curriculum. Evidence of implementation of lesson plans will be observed during walkthroughs and observations.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Library Media Specialists will expose students to a variety of texts. Students will checkout books on their individual reading level through the library <b>Strategy's Expected Result/Impact:</b> Exposing students to a variety of texts will help students develop a love of reading, this resulting in more time reading and increased reading levels. <b>Staff Responsible for Monitoring:</b> LMS Administration <b>Action Steps:</b> Create a Master Schedule that provides a weekly library time, as well as open checkout opportunities. Create a document that shares student reading levels with the LMS. Update document as assessments occur.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> 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 2 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.
School Processes & Programs
<b>Problem of Practice 3:</b> Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 2:** 100% of early childhood students will demonstrate mastery of foundational reading skills, as measured by the Circle Assessment and Texas KEA Assessment.

**Strategic Priorities:**

Transforming Academic Outreach


**Measurable Objective 1:** 100% of early childhood students will meet grade level standards on end of unit common assessments.







**Evaluation Data Sources:** Campus Common Assessments

Circle MOY

KEA MOY

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize provided high quality curriculum by implementing the district literacy resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for lesson plan internalization, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, special education, administrators, teacher specialists, content CIC, DDIS</p> <p><b>Action Steps:</b> PLC on curriculum alignment (Wainwright PLCs will spend time weekly review lesson plans for curriculum alignment and internalization)            PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.)            PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.)</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> PD Stipends - 4290000000 - State Special Revenue - 6400 - Other Operating Expenses - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All K-3 staff and administrators will complete Reading Academy modules. <b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge of the fundamentals of teaching reading which will result in gains in student performance. <b>Staff Responsible for Monitoring:</b> K-3 Teachers Administration Teacher Specialists <b>Action Steps:</b> Administration will be intentional about providing opportunities to complete the modules. (PD days, PLC time, offering after school/Saturday opportunities) Administration will complete monthly progress checks (Acknowledge those on track and offer support to those if needed)  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The administrative team and curriculum CICs will support teachers in writing, and internalizing lesson plans that utilize the district provided curriculum. <b>Strategy's Expected Result/Impact:</b> Focusing on "how" to teach vs. " what" to teach will provide students with high quality Tier 1 instruction, this resulting in student gains. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, teacher specialist, CIC, DDIS <b>Action Steps:</b> Administration will provide weekly feedback on lesson plans, focused on internalization of district provided curriculum. Evidence of implementation of lesson plans will be observed during walkthroughs and observations.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Measurable Objective 1 Problems of Practice:

Student Learning
<b>Problem of Practice 2:</b> Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

### School Processes & Programs

**Problem of Practice 3:** Based on the 2022 TEA STARR Summary Report, African American students scored significantly lower than the other student groups in reading . On the reading portion of STARR, 23% of African American students scored meets and 8% scored mastered. Hispanic students scored 36% meets and 16% mastered, while white students score 70% meets and 20% mastered. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.



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


**Goal 1:** The percentage of students performing at or above grade level in math as measured by the Meets and masters Standard on STAAR will increase from 27% and 12% in 2022 to 37% and 17% by June 2023.







**Strategic Priorities:**

Transforming Academic Outreach

**Measurable Objective 1:** 50% of students will meet grade level standards on end of unit common assessments. 20% of students will master grade level standards on end of unit assessments.

**Evaluation Data Sources:** Campus Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize provided high quality curriculum by implementing the district math resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for lesson plan internalization, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Interventionists, Teacher Specialists</p> <p><b>Action Steps:</b> PLC on curriculum alignment (Wainwright PLCs will spend time weekly review lesson plans for curriculum alignment and internalization)</p> <p>PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.)</p> <p>PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Teacher Stipends - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> After- School tutoring, Saturday school, or school day interventions will be provided to students scoring below 70% or not meeting progress measures on campus, district, or state assessments. <b>Strategy's Expected Result/Impact:</b> Interventions will be monitored to ensure students in need of assistance are receiving support, which will result in student gains. <b>Staff Responsible for Monitoring:</b> Teachers Administration Teacher Specialists Interventionists <b>Action Steps:</b> PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.) PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.) Adhere to the Master Schedule which includes daily intervention time. If more time is needed provide opportunities for after school or Saturday school.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The administrative team and curriculum CICs will support teachers in writing, and internalizing lesson plans that utilize the district provided curriculum. <b>Strategy's Expected Result/Impact:</b> Focusing on "how" to teach vs. " what" to teach will provide students with high quality Tier 1 instruction, this resulting in student gains. <b>Staff Responsible for Monitoring:</b> Teacher, Administration, Interventionist, Reading Specialists <b>Action Steps:</b> Administration will provide weekly feedback on lesson plans, focused on internalization of district provided curriculum. Evidence of implementation of lesson plans will be observed during walkthroughs and observations.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> 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 1 Problems of Practice:

Student Learning
<b>Problem of Practice 1:</b> The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.
School Processes & Programs
<b>Problem of Practice 2:</b> The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. <b>Root Cause:</b> Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

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

**Goal 2:** 100% of early childhood students will demonstrate mastery of foundational math skills, as measured by the Circle Assessment and Texas KEA Assessment.

**Strategic Priorities:**


Transforming Academic Outreach







**Measurable Objective 1:** 100% of early childhood students will meet grade level standards on end of unit common assessments

**Evaluation Data Sources:** Campus Assessments

Circle

KEA

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize provided high quality curriculum by implementing the district math resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their capacity for lesson plan internalization, lesson delivery, and analyzing data which will result in gains in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, special education, administrators, teacher specialists, content CIC, DDIS</p> <p><b>Action Steps:</b> PLC on curriculum alignment (Wainwright PLCs will spend time weekly review lesson plans for curriculum alignment and internalization)            PLC on creating assessments aligned to standards (Wainwright PLCs will work with CIC and DDIS to create curriculum aligned assessments prior to teaching the lesson. This allows teachers to understand the depth and complexity of how the standard must be taught prior to Tier I instruction.)            PLC to analyze assessment data. (Wainwright PLC time will be schedule to review reading assessment data with the DDIS and determine which standards will be retaught in whole group versus which standards will be focused for small group intervention.)</p> <p><b>Title I:</b>            2.4, 2.5, 2.6  <b>- TEA Priorities:</b>            Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Teacher Stipends - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The administrative team and curriculum CICs will support teachers in writing, and internalizing lesson plans that utilize the district provided curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Focusing on "how" to teach vs. " what" to teach will provide students with high quality Tier 1 instruction, this resulting in student gains.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, interventionist, teacher specialist</p> <p><b>Action Steps:</b> Administration will provide weekly feedback on lesson plans, focused on internalization of district provided curriculum. Evidence of implementation of lesson plans will be observed during walkthroughs and observations.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will be supported in implementing DDI protocols with fidelity as a way to analyze student data and determine the highest leverage moves to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> By analyzing student work teachers will identify the highest leverage move needed to improve student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, interventionist, teacher specialist</p> <p><b>Action Steps:</b> Utilize Leadership Meeting to introduce leadership team to the DDI Protocol. Use the protocol to prepare for PLC meeting, leadership team will require student work prior to the PLC in order to prepare/plan for the meeting. Leadership will scaffold teachers through the use of the protocol in order to help them identify the highest leverage move to increase student achievement.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Measurable Objective 1 Problems of Practice:

### Student Learning

**Problem of Practice 1:** The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

### School Processes & Programs

**Problem of Practice 2:** The overall math performance decreased from 27% of students scoring approaches or above to 26% of students scoring approaches or above. In 2021-2022, within the math content area, 26% of students scored at the approaches grade level standards, 15% met grade level standards, and 12% mastered grade level standards on the 2021-2022 STARR assessment. **Root Cause:** Teachers are not strategically supported on the application of theory learned in order to plan instruction effectively.

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** Increase the percentage of students earning "masters" will increase for all students from 14% to 20%.

**Strategic Priorities:**

Expanding Educational Opportunities


**Measurable Objective 1:** Implementation of DDI PLCs, ongoing PD , and continuous coaching/feedback will build teacher capacity. This will be leveraged by providing all students what they need during "intervention" time, including enrichment opportunities for students that show mastery of the standard.







**Evaluation Data Sources:** Running Records

Common Assessments

District Assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize the Benchmark Running Records to identify baseline performance for students in reading. All students will have a goal of 1 year's growth, even those identified as reading above grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students continued growth, will result in higher student achievement on assessments, including STARR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administrators, interventionists, teacher specialists.</p> <p><b>Action Steps:</b> PLC on Benchmark Running Records Assessment (Wainwright will work with the ELA CIC and DDID to ensure teachers are knowledge on how to administer the assessment and analyze the data) Master Schedule is created to provide opportunities to administer the assessment BOY, MOY, EOY PLC to analyze data ( Wainwright will utilize PLC time to analyze data and plan for necessary targeted interventions, based on the assessment data)</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be supported in implementing DDI protocols with fidelity as a way to analyze student data and determine the highest leverage moves to improve student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyzing student work will determine highest leverage move for students that demonstrate mastery of the standard.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, teacher specialists, interventionists</p> <p><b>Action Steps:</b> Utilize Leadership Meeting to introduce leadership team to the DDI Protocol. Use the protocol to prepare for PLC meeting, leadership team will require student work prior to the PLC in order to prepare/plan for the meeting. Leadership will scaffold teachers through the use of the protocol in order to help them identify the highest leverage move to increase student achievement.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will ensure that students are provided the opportunity to participate in extracurricular academic activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Expose to extracurricular activities will increase background knowledge and academic vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, teacher specialists</p> <p><b>Action Steps:</b> Identify staff and community members who would be able to sponsor extracurricular programs. Coordinator supervision, recruitment, enrollment, and participation in activities. Ensure participation is maintained.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Goal 1:** 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 assessments will increase by 10% from 45% to 55%.

**Strategic Priorities:**

Expanding Educational Opportunities


**Measurable Objective 1:** Close the achievement gap for Special Education students in all STARR tested areas by 10%.

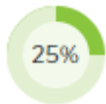





**Evaluation Data Sources:** Running Records

Common Assessments

District Assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a "push in" model of support. <b>Strategy's Expected Result/Impact:</b> A "push in " model of support would ensure that students are not missing Tier 1 on level instruction, this resulting in increased student achievement. <b>Staff Responsible for Monitoring:</b> Administration, special education teachers <b>Action Steps:</b> Create a master schedule that allows resource teachers to be available for "push in" support. Conduct Accelerated Learning Plan Meetings to discuss possible changes in delivery of services.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				


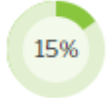
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Special education teachers will attend weekly PLC. <b>Strategy's Expected Result/Impact:</b> All teachers will be aware of the instructional expectations and common language of instruction which will lead to an increase in student achievement. <b>Staff Responsible for Monitoring:</b> Special Education Teachers Administration <b>Action Steps:</b> Administration will create a schedule that will allow for special education teachers to attend weekly PLC meetings. When possible, special education teachers will utilize the district curriculum utilized during Tier 1 instruction.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Special education teachers will engage in the DDI process for students on their case load alongside the teacher of record. <b>Strategy's Expected Result/Impact:</b> Special education teachers will be an active part of the team that is determining instructional next steps. <b>Staff Responsible for Monitoring:</b> Special Education Teachers Administration General Education Teachers <b>Action Steps:</b> Create a schedule that provides the opportunity for special education teachers to attend weekly PLC Special Education teachers will be an active member of the data analysis of student assessments in order to determine instructional next steps.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






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

### Goal 1: ATTENDANCE

**Measurable Objective 1:** By June 2023, overall student attendance will increase by 4 % from 91% to 95% as measured by the EOY PEIMS submission.

**Evaluation Data Sources:** EOY PEIMS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track attendance to provide incentives (popsicles, dance party, donuts, etc.), every 6 weeks, for students with perfect attendance. Students will also be recognized at monthly assembly. <b>Strategy's Expected Result/Impact:</b> Attendance reports will be analyzed weekly to ensure the 95% goal is maintained. Positive rewards will incentivize attendance. <b>Staff Responsible for Monitoring:</b> Administration, counselor, wrap around specialist <b>Action Steps:</b> Create a schedule with one staff member responsible for 1 grade level. Ensure students with perfect attendance receive reward. Create a perfect attendance display that recognizes the name and picture of students that achieve this goal.  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Incentives - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a system to address absences one a students reaches 3, 5, 7 or 10 absences. <b>Strategy's Expected Result/Impact:</b> Causes for absence will be addressed in a timely manner. Support may be offered that will increase attendance. <b>Staff Responsible for Monitoring:</b> Administration, counselor, wrap around specialist <b>Action Steps:</b> Assign 1 grade level to selected staff. Create a system that addresses absences once they reach 3, 5, 7 or 10. Offer supports to address the reason for absence.  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A safe and secure learning environment will be provided for all students and staff members. Wainwright will demonstrate a commitment to safety and security by implementing required drills.</p> <p><b>Strategy's Expected Result/Impact:</b> Safety reports will indicate 100% compliance. A safe and secure learning environment will eliminate a barrier to attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Action Steps:</b> Create a master schedule which plans for all required drills. Share drill schedule and procedures with all impacted staff and students. Submit required documentation of drills.</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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



### Goal 2: DISCIPLINE








#### Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** By June 2022 there will be fewer than 100 office discipline referrals.

**Evaluation Data Sources:** Officer Referrals submitted and input in Power School.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of Capturing Kids Hearts School Wide. <b>Strategy's Expected Result/Impact:</b> Conflict and student behavior will be addressed in the classroom. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Para-professionals, interventionist <b>Action Steps:</b> Initial CKH Training Traction follow up visits Monthly site monitoring through site committee Classroom Walk-Through Visits  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Funding Sources:</b> CKH PD - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$51,700	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will be provided coaching aligned to the Get Better Faster Scope and Sequence and T-TESS appraisal system. <b>Strategy's Expected Result/Impact:</b> Supporting teachers in procedural strategies will reduce discipline issues. <b>Staff Responsible for Monitoring:</b> Administration, teacher specialist <b>Action Steps:</b> All Administration and teacher specialists will participate in T-TESS training. Administration and teacher specialists will conduct calibration walks to ensure consistent feedback is provided to teachers. Administration and teacher specialists will identify teachers to go through the See It, Name It, Do it coaching cycle  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Staff will create a PBIS matrix with aligned common area procedures. <b>Strategy's Expected Result/Impact:</b> Clear expectations, with common language, will decrease discipline issues. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Teacher Specialists, Counselor <b>Action Steps:</b> Leadership Team will met to create the Matrix and aligned common area procedures. Expectations are shared with staff prior to the start of school. Expectations are posted throughout the school and reviewed daily, Create a positive office referral aligned to the matrix.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Measurable Objective 1 Problems of Practice:


Demographics
<b>Problem of Practice 2:</b> There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. <b>Root Cause:</b> Lack of common systems to support teacher and student emotional learning.
School Processes & Programs
<b>Problem of Practice 1:</b> There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. <b>Root Cause:</b> Lack of common systems to support teacher and student emotional learning.
Perceptions
<b>Problem of Practice 1:</b> There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. <b>Root Cause:</b> Lack of common systems to support teacher and student emotional learning.







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

**Goal 3:** VIOLENCE PREVENTION

**Measurable Objective 1:** Collaborative campus committee will work to create systems around student discipline and creating a positive and inviting school climate.

**Evaluation Data Sources:** HISD connect PEIMS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> The discipline committee will meet monthly to discuss strategies for students that are in need of Tier II and Tier III behavior interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Addressing student behavior concerns will provide interventions to prevent violence.</p> <p><b>Staff Responsible for Monitoring:</b> Committee Members Counselor Administration</p> <p><b>Action Steps:</b> Create a schedule that ensures monthly meetings. Create a referral system for teachers to present students to the committee. Monitor interventions recommended by the committee to determine effectiveness of the intervention.</p> <p><b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide weekly guidance lessons for all classrooms PK-5. <b>Strategy's Expected Result/Impact:</b> The lessons will provide students with the strategies needed to be proactive in combative situations. <b>Staff Responsible for Monitoring:</b> Counselor Administration <b>Action Steps:</b> Create a master schedule that allows for the counselor to present a weekly lesson to each class. Ensure the counselor has effective curriculum. Monitor the effectiveness of the lesson through office referrals on bullying and violence.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement Capturing Kids Hearts School Wide <b>Strategy's Expected Result/Impact:</b> The Social Contract addresses "what to do when we have conflict". This will allow students to have a plan before a situation arises. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Teacher Specialist, Counselor <b>Action Steps:</b> All Classrooms will create a social contract. Social contracted will be reviewed and evaluated daily. If a situation arises, the social contract will be a part of restorative conferences.,	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 2:</b> There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. <b>Root Cause:</b> Lack of common systems to support teacher and student emotional learning.
School Processes & Programs
<b>Problem of Practice 1:</b> There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. <b>Root Cause:</b> Lack of common systems to support teacher and student emotional learning.



### Perceptions

**Problem of Practice 1:** There was not a clear SEL curriculum to support student behaviors. Teacher focus groups identified challenging student behaviors as a barrier to instruction. In addition, Wainwright had 50% teacher turnover from 2021-2022 to 2022-2023. The site goal is to retain 75% of highly qualified teachers for the 2022-2023 school year. **Root Cause:** Lack of common systems to support teacher and student emotional learning.



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






### Goal 4: SPECIAL EDUCATION

**Measurable Objective 1:** 10% closure of the achievement gap between special education students and their general education peers.

**Evaluation Data Sources:** Common Assessments  
District Assessments  
STARR

#### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a "push in" model of support. <b>Strategy's Expected Result/Impact:</b> A "push in " model of support would ensure that students are not missing Tier 1 on level instruction, this resulting in increased student achievement. <b>Staff Responsible for Monitoring:</b> Administration, special education teachers <b>Action Steps:</b> Create a master schedule that allows resource teachers to be available for "push in" support. Conduct Accelerated Learning Plan Meetings to discuss possible changes in delivery of services.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Special education teachers will attend weekly PLC. <b>Strategy's Expected Result/Impact:</b> All teachers will be aware of the instructional expectations and common language of instruction which will lead to an increase in student achievement. <b>Staff Responsible for Monitoring:</b> Special Education Teachers Administration <b>Action Steps:</b> Administration will create a schedule that will allow for special education teachers to attend weekly PLC meetings. When possible, special education teachers will utilize the district curriculum utilized during Tier 1 instruction.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Special education teachers will engage in the DDI process for students on their case load alongside the teacher of record. <b>Strategy's Expected Result/Impact:</b> Special education teachers will be an active part of the team that is determining instructional next steps. <b>Staff Responsible for Monitoring:</b> Special Education Teachers Administration General Education Teachers <b>Action Steps:</b> Create a schedule that provides the opportunity for special education teachers to attend weekly PLC Special Education teachers will be an active member of the data analysis of student assessments in order to determine instructional next steps.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

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

**Measurable Objective 1:** The percentage of students identified as gifted and talented will increase from 2.8% in 2022 to 5% by June of 2023.

**Evaluation Data Sources:** GT identification matrix

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development for all teacher and parents on the identification and recommendation process for GT identification <b>Strategy's Expected Result/Impact:</b> Staff will be better able to recommend and identify gifted and talented students. <b>Staff Responsible for Monitoring:</b> GT Coordinator, Administration, Campus testing coordinator <b>Action Steps:</b> After school PD with staff on identifying students who exhibit GT characteristics.  <b>Title I:</b> 2.5, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Flyers and materials for informational meetings - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All staff members will attend the required GT training. <b>Strategy's Expected Result/Impact:</b> Teachers will incorporate GT strategies into instruction. <b>Staff Responsible for Monitoring:</b> Teachers, administrators, teacher specialists <b>Action Steps:</b> Provide staff with the opportunity to attend GT training. Monitor the staff that has completed the training.  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Meet with staff prior to GT testing window to discuss possible testing candidates. <b>Strategy's Expected Result/Impact:</b> Increased students tested will lead to increase of students accepted in to the GT program. <b>Staff Responsible for Monitoring:</b> GT Coordinator Teachers <b>Action Steps:</b> Schedule Meetings times. Create a GT rubric to help identify candidates Test identified students  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

### Goal 6: PARENT and COMMUNITY ENGAGEMENT

**Measurable Objective 1:** 10% increase in families attending campus sponsored events.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create and distribute a "year at a glance" calendar of school events. <b>Strategy's Expected Result/Impact:</b> Families can plan ahead to ensure they can attend school events. <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Create calendar with input from leadership team. Send home calendar with BOY documents and with all newly enrolled students. Post calendar to school website  <b>Title I:</b> 4.2 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and distribute a monthly newsletter for families <b>Strategy's Expected Result/Impact:</b> Monthly newsletter will remind families of upcoming events and policies. <b>Staff Responsible for Monitoring:</b> Administration <b>Action Steps:</b> Create and distribute monthly newsletter on the 1st Thursday of every month. Create and distribute Parent Engagement Policy at Oct. Title 1 Meeting. Post engagement policy on school website.  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> Paper and ink - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				


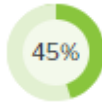
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a QR code sign in for family events. <b>Strategy's Expected Result/Impact:</b> Use of the QR code will result in a more accurate sign in <b>Staff Responsible for Monitoring:</b> Administration Technology Interventionist <b>Action Steps:</b> Create QR Codes for events Have the QR codes displayed throughout the event Include a feedback portion on the sign in to increase participation for future events. Monitor attendance from one event to the next.  <b>Title I:</b> 4.2 - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Ink and poster paper - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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






### Goal 7: MANDATED HEALTH SERVICES

**Measurable Objective 1:** Immunization and Screening data will be conducted by the school nurse.

**Evaluation Data Sources:** Immunization data entry and state reporting  
Results of screeners

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Immunization data entry and state reporting requirements will be completed by the school nurse. <b>Strategy's Expected Result/Impact:</b> Ensuring 100% immunizations will result in better student health outcomes <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> Increase data entry each week until 100% is achieved  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Vision and hearing screenings will be conducted for 1st, 3rd, and 5th grades. <b>Strategy's Expected Result/Impact:</b> Ensuring all students have passed vision/hearing, or provide resources for supports if needed. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> Create a schedule to ensure 100% of students in targeted grades are tested Follow up based on testing results Provide supports if needed.  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Scoliosis for 5th grade girls screener and diabetes for 1st, 3rd, and 5th grades. <b>Strategy's Expected Result/Impact:</b> Ensuring all students have passed scoliosis testing, or provide resources for supports if needed. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> Create a schedule to ensure 100% of students in targeted grades are tested Follow up based on testing results Provide supports if needed.  <b>TEA Priorities:</b> Improve low-performing schools	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)

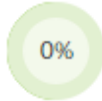

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement








**Measurable Objective 1:** The site will have a comprehensive school health program that consists of regularly scheduled health education, as well as school health screenings and preventative measures.

**Evaluation Data Sources:** Data Entry

Referral forms

state report completed and submitted by school nurse

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Type 2 Diabetes screening in grades 1, 3, & 5 will be completed by a certified school nurse. <b>Strategy's Expected Result/Impact:</b> Early identification will improve student health outcomes. <b>Staff Responsible for Monitoring:</b> School Nurse <b>Action Steps:</b> Create a schedule to administer testing Data entry of testing results Referral forms sent home State reporting completed and submitted  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AED monthly maintenance checks will be conducted on all AEDs and an annual report will be submitted to Health and Medical Services. <b>Strategy's Expected Result/Impact:</b> Ensure compliance measures are met with regard to AED, AED will be in working order if/when needed. <b>Staff Responsible for Monitoring:</b> School nurse <b>Action Steps:</b> Complete monthly AED maintenance checks Submit results of the checks to HMS  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a master schedule that ensues 30 minutes/day of physical activity and recess, as well as a weekly physical education class in anicallary.</p> <p><b>Strategy's Expected Result/Impact:</b> Students participating in daily physical activity will result in improved student health outcomes.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers PE teacher</p> <p><b>Action Steps:</b> Create the master schedule. Ensure the schedule is adhered to Provide coaching and feedback to teachers on physical activities</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 252 Wainwright Elementary School

**Total SCE Funds:** \$87,040.00

**Total FTEs Funded by SCE:** 3

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

\$73, 100 is being utilized for salaries (teacher specialist, teachers). The remaining \$13, 940 will be used to provide supplemental materials and provide a senior academic tutor as needed.

## Personnel for 252 Wainwright Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Karen Hernandez-Alanis	Teacher	1
Torrie Taylor	Teacher	1
Valynicia Bigsby	Teacher Specialist	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

Jonathan Mayhew Wainwright Elementary School is located at 5330 Milwee Street. The school serves students in grades Pre-K-5 and is in Elementary Schools Office 2. Michelle Lewis is the site principal. Wainwright is 100% Title 1. The school enrollment for the 2021-2022 school year was 465 students comprised of approximately 73.3% Hispanic students, 20.8% African American students, 5.1% White students, and .22% Asian students. Wainwright serves 12 students in the GT program, 184 students in the emergent bilingual program, 156 students in the bilingual program, and 76 students through special education. The site provides a dual language program, as well as a STEM magnet program. Wainwright Elementary earned a C rating from TEA and a distinction for science.

An analysis of TEA assessment data and district data indicates that students increased their performance from the previous rating by TEA in 2019. However, student achievement in the areas of Mathematics, Reading, and Science were at a D level. The campus met the state target for TELPAS progress by having 37 % of Emergent Bilingual students meet or exceed their growth target from the 2021 school year to the 2022 school year.

Ensuring all students receive high quality first instruction by providing teachers with consistent professional development, coaching, and feedback through the new T-TESS appraisal system will be vital to increasing the percentage of students who are meeting or exceeding grade level performance during the 2022-2023 school year. Additional staffing in the form of an interventionist and assistant principal have been added to increase opportunities for effective interventions and early literacy and math development.

Wainwright will utilize the Capturing Kids Hearts program to provide uniform social and emotional learning supports, as well as a tool to increase teacher retention and increase community communication.

The percentage of students performing at or above grade level as measured by STARR Reading at meets and masters levels will increase from 37% and 15% to 47% and 20% in June of 2023.

The percentage of students performing at or above grade level as measured by STARR Math at meets and masters levels will increase from 27% and 12% to 37% and 17% in June of 2023.

The percentage of students performing at or above grade level as measured by STARR Science at meets and masters levels will increase from 30% and 16% to 40% and 21% in June of 2023.

The percentage of Emergent Bilingual students demonstrating expected growth as measured by the TELPAS exam will increase from 37 % to 47 % in June of 2023.

## 2. Campus Improvement Plan

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

The CIP is developed with the involvement of parents and community members, president of Professional Janitorial Services.

Meetings held:

7/20/22

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

Various strategies are being utilized to monitor student progress. These include, but are not limited to:

- \* Calibration Walks with the Leadership Team
- \* See It, Name It, Do It coaching sessions utilizing Get Better Faster Strategies and T-TESS
- \* Weekly PLC Meetings that utilize DDI Protocols
- \* Unpacking standards with the Know/Show Chart protocol

Student progress will be monitored through weekly data meetings. During these meetings, student work will be analyzed to determine the highest leverage move that will increase student achievement. Teachers will script the reteach based upon the data discussions.

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

The CIP will be available to parents and the community on our campus website. Upon request, a paper copy will be provided. The CIP will be translated into Spanish and both versions will be posted on the website. The campus will provide translations in other languages, as necessary. Communication will be provided to families to address this option.

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

The school has determined campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all students, including students from all subpopulations. Opportunities for students to meet the state standards will be facilitated through PLC, DDI protocols, and quality Tier 1 instruction, with interventions as needed.

The school schedule is created to provide a daily intervention block to provide necessary interventions, as well as after school tutoring sessions and Saturday school.

The Wrap Around Specialist is utilized to provide supports to students as needed. In addition, the school counselor provides a weekly guidance lesson to all classes and provides additional supports as needed.

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

The school is focusing on increasing attendance through schoolwide attendance incentives, as well as utilizing the wrap around specialist to follow up with families that have barriers to attendance.

The school has implemented a master schedule that ensures instructional time is protected, as well as provides time for a daily intervention block.

Wainwright staff has completed Capturing Kids Hearts Training. The strategies of CKH are utilized to provide a well-rounded education to meet the needs of all students.

Wainwright is providing field trip opportunities for students. Scheduled field trips include the Natural Science Museum, The Rodeo, and the Museum of Fine Arts.

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

The campus will address the needs of all the students it serves with a focus on the needs of students identified as "at risk" of unsuccessfully demonstrating mastery of the state standards.

Within the goals, objectives, and strategies the campus identifies how it will address the needs of all students. The campus identifies 3 strategies for each goal. These strategies are evidence based to increase achievement for each student group on state tests and other assessments.

- \* Effective PLC that utilize the DDI Process
- \* On Grade Level Tier 1 instruction
- \* Lesson Plan Internalization which will build teacher capacity
- \* Interventions based on data analysis

## **3. Annual Evaluation**

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

The school wide plan will be monitored throughout the year, but will be evaluated annually as new data becomes available. Updated data points will be utilized to make necessary adjustments.

Data used to monitor the plan includes:

Teacher Created Assessments

District Unit Assessments

BOY/MOY/EOY District Assessments such as Ren 360, Benchmark RR

STARR Interim Data

STARR Assessment

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



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

The leadership team collaborated to create the Parent and Family Engagement Policy. The policy will be distributed at the Annual Title I Meeting in October. In addition, a copy will be sent home in Thursday folders, as well as posted on the school website.

### Wainwright Elementary School Title I Family Engagement Policy

2022-2023

Wainwright Elementary School believes the education of children is the cooperative effort between families and the school. Family Engagement improves the educational achievement of our children. We believe the involvement of parents and caregivers increases the effectiveness of the program and contributes significantly to the success of our children. In order to assure collaborative partnerships between families and the staff of Wainwright Elementary School, the Title I program commits to pursuing the following goals in an effort to engage and empower families of diverse needs.

- Establish and maintain effective two-way communication with all families.
- Develop strategies and programs which allow families to actively participate in their child's education.
- Provide support and coordination for school staff and families to engage in appropriate family engagement opportunities at all grade levels.
- Utilize community resources to enrich the educational experience and promote student success.
- Support families in their role as the child's first and most important teacher.
- 

Title I staff will hold an Annual meeting in October to inform families of the school's participation in the Title I program. This meeting will outline how families may be involved and highlights the major learnings for students in Math and Language Arts. The meeting will also inform families of how Title I funds are used at the school. The Title I program will promote partnerships between school, family and community to enhance and foster the social emotional and academic growth of our students.

## 4.2: Offer flexible number of parent involvement meetings

The campus is offering multiple parent involvement opportunities. Offerings include Popsicles with the Principal, Meet the Teacher, Boo Hoo Breakfast, and Open House. The school is offering monthly Coffee with the Principsl, as well as monthly school assemblies, and a Hallow"read" event is scheduled in October.

Title 1 Parent Meets are offered In Person and Virtually on the following dates:

11/9/22

11/10/22

12/8/22

12/9/22

2/9/23

2/10/23

3/9/23

3/10/23

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

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

There were several data points utilized to select students that received services funded by Title 1 Funds. These data points include state assessments, district unit assessments, BOY/MOY/EOY Assessments such as Ren 360, Benchmark RR, Texas KEA, and the Circle Assessment.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
N/A	N/A	N/A	N/A

# Campus Funding Summary

1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1	Flyers and materials for informational meetings	6300 - Supplies and Materials	\$100.00
<b>Sub-Total</b>						\$100.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Tutoring stipends	6400 - Other Operating Expenses	\$40,000.00
5	2	1	1	CKH PD	6200 - Contracted Services	\$51,700.00
5	6	1	2	Paper and ink	6300 - Supplies and Materials	\$1,000.00
5	6	1	3	Ink and poster paper	6300 - Supplies and Materials	\$1,000.00
<b>Sub-Total</b>						\$93,700.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Teacher PD stipends, Tutorials	6400 - Other Operating Expenses	\$10,000.00
2	1	1	1	Teacher Stipends	6400 - Other Operating Expenses	\$10,000.00
2	2	1	1	Teacher Stipends	6400 - Other Operating Expenses	\$10,000.00
5	1	1	1	Incentives	6300 - Supplies and Materials	\$5,000.00
<b>Sub-Total</b>						\$35,000.00
4290000000 - State Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	1	PD Stipends	6400 - Other Operating Expenses	\$10,000.00
<b>Sub-Total</b>						\$10,000.00