

**Houston Independent School District**  
**130 Condit Elementary School**  
**2022-2023 Campus Improvement Plan**



**Growing Tomorrow's Leaders Today**

# Mission Statement

Condit seeks to develop well-rounded global leaders (contributors) who are self-reliant (independent) and can work well with others (interdependent). To this end, Condit implements the Leader in Me philosophy and restorative practices to provide a safe learning environment in which students are challenged and empowered by a higher-level, thought-provoking, integrated curriculum that addresses the needs of the whole child: physical, mental, social-emotional, and spiritual--body, brain, heart, and soul.

## Vision

Growing Tomorrow's Leaders Today.

# Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problems of Practice	8
Comprehensive Needs Assessment Data Documentation	9
Board Goals	11
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.	12
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.	17
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.	23
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.	28
Board Goal 5: N/A - Additional Campus Goals	33
State Compensatory	49
Budget for 130 Condit Elementary School	50
Personnel for 130 Condit Elementary School	50
Title I	50
1. Comprehensive Needs Assessment (CNA)	51
1.1: Comprehensive Needs Assessment	51
2. Campus Improvement Plan	51
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.2: Regular monitoring and revision	51
2.3: Available to parents and community in an understandable format and language	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	51
2.6: Address needs of all students, particularly at-risk	52
3. Annual Evaluation	52
3.1: Annually evaluate the schoolwide plan	52
4. Parent and Family Engagement (PFE)	52
4.1: Develop and distribute Parent and Family Engagement Policy	52
4.2: Offer flexible number of parent involvement meetings	53
5. Targeted Assistance Schools Only	53
5.1: Determine which students will be served by following local policy	53
Title I Personnel	53
Campus Funding Summary	54



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Al J. Condit Elementary, located in the city of Bellaire, has an enrollment of approximately 735 students in pre-kindergarten through fifth grade. It is a school diverse in both ethnicity and socio-economic status. Condit has a zoned enrollment that includes 8% African-Americans, 20% Asians, 33% Hispanics, 33% Whites and 6% identify as two or more ethnicities. Thirty-seven percent of Condit students qualify for free or reduced lunch, 26% are English Language Learners, and 28% are identified as gifted and talented students. Looking at trends, the school's demographic data has remained consistent the past 3 years. The school offers a Vanguard Neighborhood GT program that serves students in 1-5 grades. The school offers neighborhood children a strong educational foundation in reading, writing, math, social studies, and science with a challenging curriculum. Each student attends enrichment classes in art, music, technology/STEAM, library, and physical education. Speech therapy is available for qualified students. Condit serves special education students through Speech, Resource, a PSI class, and a SLC/TREK inclusion class; 12% of the student population receives special education services.

### Demographics Strengths

Condit has an active PTO and involved, diverse neighborhood community. At Condit, the parental volunteering and support is focused directly on the classroom. The Condit PTO supports and funds academic programs including accelerated reader, cultural enrichment performances, supplemental STEM hands-on science, writing instruction, web based curriculum subscriptions, library materials and upgrades to campus technology.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** Native Spanish speakers in the dual language program are not achieving success on STAAR at the same rate as their English speaking peers.  
**Root Cause:** Appropriate instructional practices are not being provided for students who need the additional content and/or language supports.

# Student Learning

## Student Learning Summary

Looking back on the past three years of complete data (2018, 2019, 2021) Condit students have consistently scored well above the state and district averages on end of the year criterion referenced assessments, namely STAAR. In the last state rated year, Condit earned an A accountability rating, including earning academic distinctions in five of the six areas of eligibility: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25% Comparative Academic Growth, and Post-secondary Readiness. After a gap year in 2020 where the district was virtual in the spring due to the pandemic and did not participate in STAAR, the following year of a mix of virtual and in-person learning in 2021 yielded much different results. Scores fell, on average, approximately 10 percentage points across the board in terms of passing rates. The one notable exception was third grade reading, which stayed level with previous years. When digging into the 2022 STAAR data, a few pieces stand out; from a growth perspective, English testers generally achieved accelerated or expected growth at a higher rate than Spanish testers. Compared to 2021 STAAR scores, there was a positive increase, on all tests, in the number of students scoring at the Approaches level and at the Masters level. Regarding the non-STAAR testing grades of PK-2, progress on the Renaissance 360 Reading and Math screeners in 2021-2022 saw gains from the middle of the year (MOY) to the end of year (EOY) scores in both reading and math. When looking at Condit's Universal Screener (Renaissance 360) scores at grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3.

## Student Learning Strengths

While STAAR scores did remain above the state and district averages, and there was an increase across the board on passing rates on all tests, scores did fall short of the campuses historic achievement data. Condit's instructional model, that is predicated on small group instruction and building independent work routines, build content and work habit skill sets in all learners

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. **Root Cause:** There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.

**Problem of Practice 2 (Prioritized):** At grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3. **Root Cause:** Instructional practices and routines are not targeted at struggling readers in grade 2.

# School Processes & Programs

## School Processes & Programs Summary

Condit Elementary is a Leader in Me school, which champions the leadership potential in all students and puts an emphasis on building student leadership and agency along side academics. In conjunction to this program, Condit has continued to grow, over the past four years, as a campus that employs restorative practices in the classroom and on the campus level. There has been a shift from punitive actions to restorative practices where the question isn't 'what is your punishment', rather 'how will we make this situation right'. As a neighborhood school we serve, overwhelmingly, the families in our immediate area. Roughly, eighty-one percent of the students who attend HISD schools in our attendance zone are enrolled at Condit. Condit is a comprehensive elementary school that serves students in nearly every program that the district offers including gifted and talented, dyslexia, English as a second language, and three different special education programs. Regardless of which program a student is served by, they are supported by scaffolded instructions and provided rigorous curriculum. In the classroom, Condit employs a workshop model in reading, language arts, and mathematics which include the hallmarks of whole group, small group, and individual guided instruction. Outside the school day, Condit has a thriving UIL academic competition program which is open to all students. UIL competitions offer the opportunity for students to compete and excel in their academic passion areas. There are a number of instructional leadership opportunities for staff members including serving as a grade level team lead, serving as a campus curriculum lead, being a part of the lighthouse committee, and/or serving on the shared decision making committee. Within each Leader in Me Action Team there are leadership opportunities for all staff members to chair committees and organize campus wide events.

## School Processes & Programs Strengths

Condit's program is strength based, tapping into the strengths of the adults on campus and building strengths in our student learners. The Leader in Me philosophy underpins campus practices and routines, providing a leadership philosophy and lens through which we work on campus.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** There has, historically, been an over-reliance on clip charts and extrinsic motivators to manage student behavior. **Root Cause:** Tier 1 community building and self regulation strategies are not being systematically used in the classroom.

# Perceptions

## Perceptions Summary

The attendance rate for the 2021-2022 school year was about 1.5% below our average at Condit for all student populations. This was due, in large part, to COVID protocols and many parents' reluctance to engage in virtual learning while on quarantine. This year the campus welcomes nine new staff members (2 special education teachers, 4 classroom teachers, 2 teaching assistants, and 1 wraparound specialist) out of a staff of 63 full time staff. As a campus that believes in wraparound support for both students and staff, each new teacher is assigned a mentor in alignment with the district program, and each new experienced staff member is assigned a campus buddy to support their transition. Each year Condit asks parents, students, and staff to participate in a Measureable Results Assessment (MRA) that provides the campus insight on attitudes and behaviors of staff and students. As can be seen in the addendum titled Condit Elementary Spring 2022 Measurable Results Assessment Data, In the area of Leadership the highest score was in the area of School & Family Partnerships scoring a 85 out of 100, where teachers feel like most students' families/caregivers engage as partners in their child's learning, although Family Engagement scored a 71 out of 100, where students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. In the area of Culture the highest score was in Staff Voice scoring an 87 out of 100. This area includes staff believing they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them. The lowest score in this area was Trusting Relationships, scoring 70 out of 100. This area includes students having a high trust relationship with at least one teacher they feel comfortable with and can connect to. In the area of Academics the highest score was in School Goals, scoring 80 out of 100. This area includes teachers that are motivated by the school's goals and see a meaningful role for themselves in creating and achieving those goals. The lowest score in this area was Student Goals with 71 out of 100. This area includes students that are confident in their ability to set and achieve their goals.

## Perceptions Strengths

The data suggests that staff feels empowered and effective in their roles at Condit. The area of Supportive Staff Environment was among the highest rated. Coming off of the pandemic years, staff perception will play an important role in the work we will continue to do on campus. This was the first year for the survey since it was realigned, so there is no comparison data from past years, so the bar is set, mostly, in the 70's. These scores put us, generally, in the 'satisfactory' with just a few at the 'effective' mark.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** Teachers and parents are not aligned on what home support looks like. **Root Cause:** The way that parents can help their child at home is not clearly articulated.

**Problem of Practice 2:** There is a disconnect between the way teachers interact and use school goals and the way students interact with their goals. **Root Cause:** The conversations, and practices around, goal setting is different at the school level than at the classroom level.

# Priority Problems of Practice

**Problem of Practice 2:** Native Spanish speakers in the dual language program are not achieving success on STAAR at the same rate as their English speaking peers.

**Root Cause 2:** Appropriate instructional practices are not being provided for students who need the additional content and/or language supports.

**Problem of Practice 2 Areas:** Demographics

**Problem of Practice 5:** Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment.

**Root Cause 5:** There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.

**Problem of Practice 5 Areas:** Student Learning

**Problem of Practice 4:** There has, historically, been an over-reliance on clip charts and extrinsic motivators to manage student behavior.

**Root Cause 4:** Tier 1 community building and self regulation strategies are not being systematically used in the classroom.

**Problem of Practice 4 Areas:** School Processes & Programs

**Problem of Practice 3:** Teachers and parents are not aligned on what home support looks like.

**Root Cause 3:** The way that parents can help their child at home is not clearly articulated.

**Problem of Practice 3 Areas:** Perceptions

**Problem of Practice 1:** At grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3.

**Root Cause 1:** Instructional practices and routines are not targeted at struggling readers in grade 2.

**Problem of Practice 1 Areas:** Student Learning

# 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
- 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
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

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

# Board Goals

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

**Goal 1:** On the Renaissance 360 End of Year (EOY) assessment in reading, there will be a 75% decrease in the number of second grade, Tier 3 students, as determined by Renaissance 360 Beginning of the Year (BOY) assessment.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** All second grade Tier 3 students, as determined by Renaissance 360 Beginning of the Year (BOY) assessment in reading, will complete 30 hours of Imagine Language and Literacy by May 5, 2023.

**Evaluation Data Sources:** Imagine Language and Literacy usage reports.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading/Language Arts teachers will build time in their daily schedule, and/or intervention schedule, for accessing Imagine Literacy and Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> By progressing through individual lessons, students will receive the additional practice and instruction needed and will end the year exiting Tier 3 status.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Identify intervention time in master schedule and ensure devices are accessible for all Tier 3 students.                  2. Create a rotation schedule for working with small groups and having students work independently during intervention time.                  3. Track students during BOY, MOY, and progress monitoring periods.                  4. Ensure designated supports are available for appropriate students.</p> <p><b>TEA Priorities:</b>                  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Imagine Literacy and Learning usage report will be reviewed monthly at data PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> By understanding current usage, teachers will better focus their efforts and plan their time to achieve each student's goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Alison Heath, Teacher Specialist Classroom teachers</p> <p><b>Action Steps:</b> 1. Review BOY date to determine which students are in which tier. 2. Confirm appropriate technology is in each classroom. 3. Confirm tech time is planned in daily/weekly schedules. 4. Review data at PLC at least monthly.</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Include Imagine Learning and Literacy usage in data tracking section of student leadership binders.</p> <p><b>Strategy's Expected Result/Impact:</b> By tracking their progress, students will be engaged in the process of meeting their goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Classroom Teachers</p> <p><b>Action Steps:</b> 1. Determine goals after Ren360 BOY. 2. Provide data tracking sheets for student leadership binders. 3. Update, at least monthly.</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 2:</b> At grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3. <b>Root Cause:</b> Instructional practices and routines are not targeted at struggling readers in grade 2.</p>

**Measurable Objective 2:** All students in grade 2 will complete all phonics units in the Really Great Reading coordinated phonics program before May 19, 2023.

**Evaluation Data Sources:** Teacher anecdotal records, student work, teacher lessons plans; there are 33 units in 2nd grade

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All students in K-2 will be instructed using the systematic phonemic awareness program, Really Great Reading, regularly, in class.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will build strong background in phonemic awareness, phonics, and fluency to become better readers.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Katie Kirbo, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Ensure teachers have access to all teaching materials. 2. Provide teachers access and time to complete the required trainings prior to rolling out the program. 3. Progress monitor during PLC and instructional planning. 4. Adjust pacing as necessary to complete the entire program during the school year.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>50%</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each teacher will have a complete class set of materials and consistent access to online tools for Really Great Reading phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> When teachers have all materials and access, the program can be implemented with complete fidelity.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Katie Kirbo, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Get accurate student counts for each classroom. 2. Ensure HISD has provided the correct amount of materials. 3. Monitor access and collect challenges during bi-weekly PLC meetings.</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>75%</p>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional support team will provide feedback to each 2nd grade teacher during their Really Great Reading phonics instruction block.</p> <p><b>Strategy's Expected Result/Impact:</b> By providing specific feedback, teacher practices will improve around this instructional area.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Instructional support team will plan visits around teacher schedules. 2. Teachers will receive feedback and coaching around phonics instruction. 3. Instructional support team will huddle to ensure feedback and coaching is normed.</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 2 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 2:</b> At grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3. <b>Root Cause:</b> Instructional practices and routines are not targeted at struggling readers in grade 2.</p>

**Measurable Objective 3:** On the Renaissance 360 End of Year (EOY) assessment, there will be a 10% increase in the number of second grade, Tier 1 students, as determined by Renaissance 360 Beginning of the Year (BOY) reading assessment.

**Evaluation Data Sources:** Renaissance 360 beginning of year and end of year reports.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading/Language Arts teachers will build time in their daily schedule for accessing Imagine Language and Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> By progressing through individual pathways, students will continue to grow and remain at Tier 1 on the end of year assessment. Maintaining the top tier will ensure students aren't sliding back into Tier 2 or Tier 3.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers monitor usage, Lenette Pruetz, Teacher Specialist, monitors Renaissance 360 reports.</p> <p><b>Action Steps:</b> 1. Identify intervention time in master schedule and ensure devices are accessible for all Tier 1 students. 2. Create a rotation schedule for working with small groups and having students work independently during intervention time. 3. Track students during BOY, MOY, and progress monitoring periods. 4. Ensure designated supports are available for appropriate students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students will read 'just right books' according to their individual student data.</p> <p><b>Strategy's Expected Result/Impact:</b> By ensuring students are reading at their individual reading level, they will continue to grow as a reader.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Lenette Pruetz, Teacher Specialist Classroom teachers</p> <p><b>Action Steps:</b> 1. Complete BRR or DRA assessment during the Beginning of the Year (BOY) window. 2. Ensure students have access to books at their level. 3. Monitor and adjust throughout the year, in addition to the MOY and EOY windows.</p> <p><b>Title I:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Reading/Language Arts teachers will build time, and rotation, into their reading block for pulling specific small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> By serving students with their academic peers, small group instruction will focus on targeted skills at each reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Lenette Pruetz, Teacher Specialist Classroom teachers</p> <p><b>Action Steps:</b> 1. Complete BRR or DRA assessment during the Beginning of the Year (BOY) window. 2. Ensure reading block includes rotations for each skill leveled group. 3. Monitor and adjust throughout the year, as reading levels change.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 2:</b> At grade 2, while there was an increase in students scoring at Tier 1 on the end of year assessment, there wasn't much movement in the number of students scoring at Tier 3. <b>Root Cause:</b> Instructional practices and routines are not targeted at struggling readers in grade 2.</p>

**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 3rd grade students performing at, or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 72% to 82% on the 2023 Spring STAAR assessment.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** All Tier 2 and Tier 3 third grade students, as determined by Renaissance 360 beginning of the year assessment, will complete 30 lessons of Imagine Math.

**Evaluation Data Sources:** Imagine Math usage reports, Renaissance 360 Tier report

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math teachers will build time in their daily schedule, and/or intervention schedule, for accessing Imagine Math.</p> <p><b>Strategy's Expected Result/Impact:</b> By progressing through individual lessons, students will receive the additional practice and instruction needed and will end the year exiting Tier 2 and 3 status.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Identify intervention time in master schedule and ensure devices are accessible for all Tier 3 students.                  2. Create a rotation schedule for working with small groups and having students work independently during intervention time.                  3. Track students during BOY, MOY, and progress monitoring periods.                  4. Ensure designated supports are available for appropriate students.</p> <p><b>TEA Priorities:</b>                  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all 3rd grade math classrooms have access to class set of Chromebooks to access intervention software.</p> <p><b>Strategy's Expected Result/Impact:</b> Routine access to the necessary tools will mean Imagine Math can be accessed at any time during the instructional day.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Determine the number of devices needed for each classroom.                  2. Allocate the correct number of devices/cart to the appropriate teachers.                  3. Ensure devices are updated regularly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Imagine Math usage report will be reviewed monthly at data PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> By understanding current usage, teachers will better focus their efforts and plan their time to achieve each student's goal.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Review BOY data to determine which students are in which tier. 2. Confirm appropriate technology is in each classroom. 3. Confirm tech time is planned in daily/weekly schedules. 4. Review data at PLC at least monthly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 1:</b> Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. <b>Root Cause:</b> There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.</p>

**Measurable Objective 2:** On the Renaissance 360 End of Year (EOY) assessment in math, there will be a 10% increase in the number of third grade, Tier 1 students, as determined by Renaissance 360 Beginning of the Year (BOY) assessment.

**Evaluation Data Sources:** Renaissance 360 beginning of year and end of year reports.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math teachers will build time in their daily schedule, and/or intervention schedule, for accessing Imagine Math.</p> <p><b>Strategy's Expected Result/Impact:</b> By progressing through individual pathways, students will continue to grow and remain at Tier 1 on the end of year assessment. Maintaining the top tier will ensure students aren't sliding back into Tier 2 or Tier 3.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers monitor usage, Lenette Pruetz, Teacher Specialist, monitors Renaissance 360 reports.</p> <p><b>Action Steps:</b> 1. Identify intervention time in master schedule and ensure devices are accessible for all Tier students. 2. Create a rotation schedule for working with small groups and having students work independently during intervention time. 3. Track students during BOY, MOY, and progress monitoring periods. 4. Ensure designated supports are available for appropriate students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Math teachers will build time, and rotation, into their Math block for pulling specific small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> By serving students with their academic peers, small group instruction will focus on targeted skills at each math level.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Lenette Pruetz, Teacher Specialist Classroom teachers</p> <p><b>Action Steps:</b> 1. Complete Renaissance 360 assessment during the Beginning of the Year (BOY) window. 2. Ensure math block includes rotations for each skill leveled group. 3. Monitor and adjust throughout the year, as math levels change.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Math instruction will follow the HISD 5E Math Block.</p> <p><b>Strategy's Expected Result/Impact:</b> By allocating the appropriate time to each aspect of the 5E instructional model, students will spend the appropriate amount of time on each aspect of the lesson cycle, and achievement will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Dan Greenberg, Principal Classroom Teachers</p> <p><b>Action Steps:</b> 1. During preservice, do a deep dive with math teachers into the 5E model using HISD curriculum materials. 2. Instructional coaches provide feedback on teacher lesson plans/blocks. 3. Provide ongoing coaching and feedback during the school year on the use of the 5E instructional model.</p> <p><b>Funding Sources:</b> Curriculum materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Measurable Objective 2 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 1:</b> Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. <b>Root Cause:</b> There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.</p>

**Measurable Objective 3:** 100% of the 3rd grade students scoring at the Tier 3 level on the Renaissance 360 Beginning of the Year assessment in math, will be provided small group, targeted, intervention twice weekly.

**Evaluation Data Sources:** Renaissance 360 beginning of year report, small group intervention records.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Renaissance 360 beginning of the year assessment will be completed, for all students, by Friday September 16, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> By ensuring all students complete the screener, we will have up to date information to make instructional decisions for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Fio Brito, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Provide testing window information to all teachers at preservice. 2. Ensure devices are available and up to date for testing during the BOY window. 3. Monitor reports during the BOY window.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create a grade-wide intervention period/schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Create Master Schedule that includes a grade-wide intervention period. 2. Ensure intervention does not interfere with other specialized services (special education, 504, dyslexia, etc.) 3. Ensure intervention does not interfere with required parts of the day (enrichment, lunch, recess)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Allocate appropriate personnel to provide small group accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Ensure a Master Schedule that includes a grade-wide intervention period has been created. 2. Disaggregate Renaissance 360 beginning of the year data to identify students for intervention groups. 3. Schedule interventionist for small groups of students. 4. Provide intervention and track minutes. 5. Progress monitor using formative and summative assessments. 6. Adjust groups and content to respond to assessment data and student needs.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Measurable Objective 3 Problems of Practice:**

## Student Learning

**Problem of Practice 1:** Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. **Root Cause:** There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.

**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:** The percent of students scoring at the meets grade level standard on the 2023 Math STAAR in 4th grade will increase from 64% to 75%

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** All Tier 2 and Tier 3 fourth grade students, as determined by Renaissance 360 beginning of the year math assessment, will complete 30 lessons of Imagine Math.

**Evaluation Data Sources:** Imagine Math usage reports, Renaissance 360 Tier report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math teachers will build time in their daily schedule, and/or intervention schedule, for accessing Imagine Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Research around the program shows that students working in grade level content or above show the greatest growth; by using this program on-level, with fidelity, we expect to see a higher passing rate on STAAR at the meets grade level standard.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers for daily routines that allow for program usage. Lenette Pruetz, Teacher Specialist for data tracking.</p> <p><b>Action Steps:</b> 1. Identify time in each classroom schedule and ensure devices are accessible for all students.                  2. Create a rotation schedule for working with small groups and having students work independently during class time.                  3. Track students during BOY, MOY, and progress monitoring periods.                  4. Ensure designated supports are available for appropriate students.</p> <p><b>TEA Priorities:</b>                  Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Imagine Math usage report will be reviewed monthly at data PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> By understanding current usage, teachers will better focus their efforts and plan their time to achieve each student's goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist                  Alison Heath, Teacher Specialist                  Classroom teachers</p> <p><b>Action Steps:</b> 1. Review BOY date to determine which students are in which tier.                  2. Confirm appropriate technology is in each classroom.                  3. Confirm tech time is planned in daily/weekly schedules.                  4. Review data at PLC at least monthly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Include Imagine Math usage in data tracking section of student leadership binders.</p> <p><b>Strategy's Expected Result/Impact:</b> By tracking their progress, students will be engaged in the process of meeting their goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Classroom Teachers</p> <p><b>Action Steps:</b> 1. Determine goals after Renaissance 360 BOY. 2. Provide data tracking sheets for student leadership binders. 3. Update, at least monthly.</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 1:</b> Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. <b>Root Cause:</b> There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.</p>

**Measurable Objective 2:** All 4th grade students identified as needing Tier 2/Tier 3 intervention on the beginning of the year (BOY) Renaissance 360 assessment will receive 60/90 minutes of targeted intervention.

**Evaluation Data Sources:** Ren 360 BOY, Ren 360 MOY, Progress Monitoring Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a grade-wide intervention period/schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Create Master Schedule that includes a grade-wide intervention period. 2. Ensure intervention does not interfere with other specialized services (special education, 504, dyslexia, etc.) 3. Ensure intervention does not interfere with required parts of the day (enrichment, lunch, recess)</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with student achievement data and materials to provide intervention in class and/or during intervention period.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate instruction and they will move to Tier 1 status.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Dean of Instruction Classroom Teachers</p> <p><b>Action Steps:</b> 1. Identify Tier 2 students based on BOY 2. Review intervention materials with classroom teachers. 3. Review progress monitoring data during PLC. 4. Adjust as needed.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Allocate appropriate personnel to provide small group accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Ensure a Master Schedule that includes a grade-wide intervention period has been created. 2. Disaggregate Renaissance 360 beginning of the year data to identify students for intervention groups. 3. Schedule interventionist for small groups of students. 4. Provide intervention and track minutes. 5. Progress monitor using formative and summative assessments. 6. Adjust groups and content to respond to assessment data and student needs.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 1:</b> Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. <b>Root Cause:</b> There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.</p>

**Measurable Objective 3:** All 4th grade students who were not successful on STAAR 3 Math will be provided 30 hours of accelerated instruction before April 28, 2023.

**Evaluation Data Sources:** Accelerated instruction documentation, intervention logs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create accelerated instruction groups, allocate staff for each group, and provide materials for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By receiving additional, accelerated instruction, more student will be successful on STAAR 4 Math at the meets grade level standard.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Dean of Instruction, campus intervention teachers.</p> <p><b>Action Steps:</b> 1. Identify students who were not successful on STAAR 3 Math 2. Hold ALC meetings. 3. Create appropriately sized groups. 4. Create intervention schedule to ensure staff is available during grade level intervention period. 5. Identify materials to be used for accelerated instruction and train intervention staff. 6. Provide accelerated instruction. 7. Progress monitor to gauge effectiveness.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all staff that will provide accelerated instruction on the district data collection tool.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate tracking will ensure students are given credit for their accelerated instruction time.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Teacher Specialist Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Review materials sent from the district and review task cards for data entry. 2. Provide teacher training for those providing minutes. 3. Monitor data entry.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Accelerated instruction tracker report will be reviewed monthly at data PLC meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> By monitoring the hours provided, the campus will ensure required minutes are provided for accelerated instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Fio Brito, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Review data entered into district tracker for accelerated instruction. 2. Review data at PLC at least monthly. 3. Allocate additional staff, tutorial times, if/when necessary.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3 Problems of Practice:**

## Student Learning

**Problem of Practice 1:** Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. **Root Cause:** There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.

**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 Reading assessments will increase from 44% to 60% on STAAR Reading 2023.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** All Special Education students will use their appropriate designated supports on all online assessments, in their general education classes.

**Evaluation Data Sources:** Renaissance 360, District Level Assessment, STAAR 2023 Reading

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all special education students have access to appropriate devices (Chromebooks) for online assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Lacey Grimm, Testing Coordinator Adriana Gentry, Special Education Chairperson</p> <p><b>Action Steps:</b> 1. Determine the number of devices needed for each special education student in each classroom. 2. Allocate the correct number of devices/cart to the appropriate teachers. 3. Ensure devices are updated regularly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Special Education students will practice using their appropriate designated supports on all online assessments in their general education classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Lacey Grimm, Testing Coordinator Adriana Gentry, Special Education Chairperson</p> <p><b>Action Steps:</b> 1. Identify the appropriate designated supports based on IEP and ARD documentation 2. Create supports and assign them online 3. Practice using supports with students on formative and summative assessments 4. Assess student proficiency</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Special Education students will practice using their appropriate designated supports on all online assessments in their special education classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Adriana Gentry, Special Education Chairperson</p> <p><b>Action Steps:</b> 1. Identify the appropriate designated supports based on IEP and ARD documentation 2. Create supports and assign them online 3. Practice using supports with students on formative and summative assessments 4. Assess student proficiency, intervene when necessary. 5. Communicate growth areas to parents and provide supports for practice at home, when appropriate.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Measurable Objective 2:** All special education students who were not successful on Reading STAAR 2022 will be provided accelerated instruction, per their ARD, before April 14, 2022.

**Evaluation Data Sources:** Accelerated instruction tutorial logs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create accelerated instruction groups, allocate staff for each group, and provide materials for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> By receiving additional, accelerated instruction, more student will be successful on STAAR Reading at the meets grade level standard.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Dean of Instruction, campus intervention teachers.</p> <p><b>Action Steps:</b> 1. Identify special education students who were not successful on STAAR Reading, convene ALC meetings. 2. Create appropriately sized groups. 3. Create intervention schedule to ensure staff is available during grade level intervention period. 4. Identify materials to be used for accelerated instruction and train intervention staff. 5. Provide accelerated instruction. 6. Progress monitor to gauge effectiveness.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Train all special education staff that will provide accelerated instruction on the district data collection tool.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate tracking will ensure students are given credit for their accelerated instruction time.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Teacher Specialist Alison Heath, Teacher Specialist Special Education Teachers</p> <p><b>Action Steps:</b> 1. Review materials sent from the district and review task cards for data entry. 2. Provide teacher training for those providing minutes. 3. Monitor data entry.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Train all special education staff on the district guidelines around ARD processes specific to House Bill 4545 and designing accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By following district guidelines in this specific area, we will ensure appropriate compliance.</p> <p><b>Staff Responsible for Monitoring:</b> Alison Heath, Teacher Specialist Kelsey Rupley, Intervention Teacher Special Education Teachers</p> <p><b>Action Steps:</b> 1. Train Special Education staff on ARD processes specific to HB4545. 2. Complete ARDs for all special education students who need accelerated instruction. 3. Monitor hours provided.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** All Tier 3 special education students in grades 3-5, as determined by Renaissance 360 beginning of the year reading assessment, will complete 30 lessons of Imagine Language and Literacy by May 5, 2023.

**Evaluation Data Sources:** Renaissance 360 beginning of the year assessment, Imagine Language and Literacy usage logs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> General education teachers will collaborate with special education teachers to build time in their daily schedule for accessing Imagine Learning programs.</p> <p><b>Strategy's Expected Result/Impact:</b> By progressing through individual lessons, special education students will receive the additional, on-level, practice needed and will end the year exiting Tier 3 status.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Identify intervention time in master schedule and ensure devices are accessible for all Tier 3 students. 2. Create a rotation schedule for working with small groups and having students work independently during intervention time. 3. Track students during BOY, MOY, and progress monitoring periods. 4. Ensure designated supports are available for appropriate students.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Imagine Literacy and Learning usage report will be reviewed monthly at data PLC meetings and during Special Education instructional planning sessions each grading cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> By understanding current usage, teachers will better focus their efforts and plan their time to achieve each student's goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Alison Heath, Teacher Specialist Special Education teachers</p> <p><b>Action Steps:</b> 1. Review BOY date to determine which students are in which tier. 2. Confirm appropriate technology is in each classroom. 3. Confirm tech time is planned in daily/weekly schedules. 4. Review data at PLC at least monthly and at instructional planning quarterly with special education staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Include Imagine Learning and Literacy usage in data tracking section of student leadership binders.</p> <p><b>Strategy's Expected Result/Impact:</b> By tracking their progress, students will be engaged in the process of meeting their goal.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Classroom Teachers Special Education Teachers</p> <p><b>Action Steps:</b> :1. Determine goals after Renaissance 360 BOY. 2. Provide data tracking sheets for student leadership binders. 3. Update, at least monthly.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Goal 1:** The attendance rate at Condit, for the 2022-2023 school year, will increase from 95.3% in 2020-2021 to 97% in 2022-2023.

**Strategic Priorities:**

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

**Measurable Objective 1:** All families of absent students will be contacted daily.

**Evaluation Data Sources:** PowerSchool report, parent communication log, PurpleSense.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance clerk will run an attendance report each day and coordinate with team (Clerks and Wraparound Specialist) to contact parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will improve, communication will be more direct between the school and parents, and any barriers to attending school will be removed.</p> <p><b>Staff Responsible for Monitoring:</b> Ines Hernandez, SIRS Clerk Sarahi Elias, Clerk Marbeline Sanchez, Wraparound Specialist</p> <p><b>Action Steps:</b> 1. Identify the PowerSchool report to be run daily. 2. Ensure parent information is correct and current. 3. Identify best place for documentation (Google Spreadsheet). 4. Monitor progress</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance reports will be reviewed at weekly Wraparound meeting.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance will improve, information can be shared between wraparound specialist, nurse, counselor, and administrator.</p> <p><b>Staff Responsible for Monitoring:</b> Marbeline Sanchez, Wraparound Specialist Christy Nieto, Counselor Lauren Hall, Nurse Dan Greenberg, Principal</p> <p><b>Action Steps:</b> 1. Identify students that need additional intervention for attendance. 2. Provide additional information from the team. 3. Create action plans, as necessary.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All staff members will document attendance concerns using the Student Assistant Form (SAF)</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation will be collected for attendance issues, all staff members will have access to share information.</p> <p><b>Staff Responsible for Monitoring:</b> Marbeline Sanchez, Wraparound Specialist Ines Hernandez, SIRS Clerk</p> <p><b>Action Steps:</b> 1. Provide training to entire staff on how to complete a SAF. 2. Review SAFs at weekly support team meeting.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 2:** The final 2021-2022 Campus Discipline Report will indicate an out of school suspension rate of less than 1% and an in school suspension rate of less than 5%.

**Strategic Priorities:**

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

**Measurable Objective 1:** All 32 homeroom teachers will implement an age appropriate 'Safe Space' in their classroom for students to practice mindful breathing and self regulation strategies, an important part of Tier 1 behavior practices.

**Evaluation Data Sources:** Classroom observations and walkthroughs.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff training on tiered behavior supports, including restorative circles, mindful breathing, during August Pre-Service and throughout the year at staff learning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will gain the skills to self regulate, thus resulting in few situations escalating to office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor Kesley Rupley, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Provide teacher training and gather necessary materials. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices around classroom self regulation strategies.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff with Safe Space materials from Conscious Discipline including feeling buddies and visuals for problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will better self regulate while inside the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor Kesley Rupley, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Provide teacher training and gather necessary materials. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices around classroom self regulation strategies.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align campus Leader in Me classroom practices to the steps of self regulation.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of current campus practices to new learning around Tier 1 behavior classroom routines.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor Kesley Rupley, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Provide teacher training, including alignment binder. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

School Processes & Programs
<p><b>Problem of Practice 1:</b> There has, historically, been an over-reliance on clip charts and extrinsic motivators to manage student behavior. <b>Root Cause:</b> Tier 1 community building and self regulation strategies are not being systematically used in the classroom.</p>

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

**Goal 3:** On the Spring 2023 Leader in Me Measurable Results Assessment, 90% of student respondents will indicate that they believe they are cared about and understood by the people in their school and feel a sense of belonging.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** All 32 homerooms will have community building circles at least twice per week to build community and practice restorative practices.

**Evaluation Data Sources:** Classroom walkthroughs, administration participating in circles.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff training on tiered behavior supports, including community building circles, mindful breathing, during August Pre-Service and throughout the year at staff learning sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel a sense of belonging and community with their classmates and the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor</p> <p><b>Action Steps:</b> 1. Provide teacher training and gather necessary materials. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices around classroom community building strategies.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide staff with Safe Space materials from Conscious Discipline including feeling buddies and visuals for problem solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will better self regulate while inside the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor Kesley Rupley, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Provide teacher training and gather necessary materials. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices around classroom self regulation strategies.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align campus Leader in Me classroom practices to the steps of self regulation.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of current campus practices to new learning around Tier 1 behavior classroom routines.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Counselor Kesley Rupley, Intervention Teacher</p> <p><b>Action Steps:</b> 1. Provide teacher training, including alignment binder. 2. Provide feedback during class walkthroughs. 3. Revisit during staff learning to build skill set and share best practices.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

School Processes & Programs
<p><b>Problem of Practice 1:</b> There has, historically, been an over-reliance on clip charts and extrinsic motivators to manage student behavior. <b>Root Cause:</b> Tier 1 community building and self regulation strategies are not being systematically used in the classroom.</p>

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

**Goal 4:** On the 2023 STAAR Math Assessments, the percentage of students served through special education scoring at the Meets Grade Level Expectation will increase 10 percentage points, from 31% to 41%.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Special Education students will practice using their appropriate designated supports on both TEA Interim Assessments and online campus assessments in their general education classes.

**Evaluation Data Sources:** Assessment data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> General education and special education teachers will collaborate to practice using designated supports on the online testing system.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Lacey Grimm, Assistant Principal and Testing Coordinator Adriana Gentry, Special Education Chairperson Lindsey Andress, Special Education Teacher BJ Hilton, Special Education Teacher</p> <p><b>Action Steps:</b> 1. Identify the appropriate designated supports based on IEP and ARD documentation 2. Create supports and assign them online 3. Practice using supports with students on formative and summative assessments 4. Assess student proficiency</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure all special education students have access to appropriate devices (Chromebooks) for online assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Lacey Grimm, Testing Coordinator Adriana Gentry, Special Education Chairperson</p> <p><b>Action Steps:</b> 1. Determine the number of devices needed for each special education student in each classroom. 2. Allocate the correct number of devices/cart to the appropriate teachers. 3. Ensure devices are updated regularly.</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Special Education students will practice using their appropriate designated supports on all online assessments in their general education classes.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will become familiar with their appropriate designated supports, feel confident using them on assessments, and ultimately score higher on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Lenette Pruetz, Teacher Specialist Lacey Grimm, Testing Coordinator Adriana Gentry, Special Education Chairperson</p> <p><b>Action Steps:</b> 1. Identify the appropriate designated supports based on IEP and ARD documentation 2. Create supports and assign them online 3. Practice using supports with students on formative and summative assessments 4. Assess student proficiency</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Goal 5:** On the 2023 STAAR Math Assessments, the percentage of students designated Economically Disadvantaged that did not pass will decrease from 12% to 5%.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Students identified as needing Tier 2/Tier 3 intervention on the beginning of the year (BOY) Renaissance 360 assessment will receive 60/90 minutes of targeted intervention each week.

**Evaluation Data Sources:** Teacher Intervention Logs, Intervention Program data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a grade-wide intervention period/schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Create Master Schedule that includes a grade-wide intervention period. 2. Ensure intervention does not interfere with other specialized services (special education, 504, dyslexia, etc.) 3. Ensure intervention does not interfere with required parts of the day (enrichment, lunch, recess)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teachers with student achievement data and materials to provide intervention in class and/or during intervention period.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive appropriate instruction and they will move to Tier 1 status.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Dean of Instruction Classroom Teachers</p> <p><b>Action Steps:</b> 1. Identify Tier 2 students based on BOY 2. Review intervention materials with classroom teachers. 3. Review progress monitoring data during PLC. 4. Adjust as needed.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Allocate appropriate personnel to provide small group accelerated instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive instruction that will address specific areas of deficit and allow them to be successful on Math STAAR 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Fio Brito, Intervention Teacher Alison Heath, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Ensure a Master Schedule that includes a grade-wide intervention period has been created. 2. Disaggregate Renaissance 360 beginning of the year data to identify students for intervention groups. 3. Schedule interventionist for small groups of students. 4. Provide intervention and track minutes. 5. Progress monitor using formative and summative assessments. 6. Adjust groups and content to respond to assessment data and student needs.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 1 Problems of Practice:**

Student Learning
<p><b>Problem of Practice 1:</b> Students are scoring higher on the STAAR Reading assessment than on the STAAR Math assessment. <b>Root Cause:</b> There is a stronger fidelity to class routines/structures in reading than in math; there is closer alignment to district reading block than district math block.</p>

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

**Goal 6:** On the Spring 2023 Leader in Me Measurable Results Assessment, 90% of student caregiver respondents will indicate that they are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Offer at least 12 parent engagement activities throughout the 2022-2023 school year.

**Evaluation Data Sources:** Spring 2022 Measurable Results Assessment, Parent Sign-in sheets

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure Spanish translation at all PTO, Dual Language, Title 1, and Wraparound parent meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Eliminate all barriers to student engagement at school and improve attendance and academic achievement, specifically with our Spanish speaking families.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, School Counselor Marbeline Sanchez, Wraparound Specialist</p> <p><b>Action Steps:</b> 1. Have Spanish translators present at all parent meetings. 2. Ensure parents are aware of the avenues to assistance. 3. Push out the Student Assistance Form (SAF) to parents, students, and staff. 4. Monitor SAF results and respond within 24 hours of entry. 5. Meet as a Student Support Team weekly with Wraparound, Counselor, Nurse, and Principal to collaborate and align needs/resources.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer at least 3 Dual Language specific parent engagement activities throughout the 2022-2023 school year, directed at involving parents in supporting their children.</p> <p><b>Strategy's Expected Result/Impact:</b> Building stronger attendance at campus events, improved communication with dual language families.</p> <p><b>Staff Responsible for Monitoring:</b> Christy Nieto, Dual Language Coordinator</p> <p><b>Action Steps:</b> 1. Create parent committee of dual language parents and teachers. 2. Plan events. 3. Publicize and execute.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coordinate communication with PTO so that engagement events go out on Class Dojo and PTO communication channels.</p> <p><b>Strategy's Expected Result/Impact:</b> Engaging parents, in multiple languages, where the find/receive their communication.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Greenberg, Principal Lenette Pruetz, Teacher Specialist</p> <p><b>Action Steps:</b> 1. Share campus event postings with PTO VP of External/Internal Communication for posting</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 1 Problems of Practice:**

Perceptions
<p><b>Problem of Practice 1:</b> Teachers and parents are not aligned on what home support looks like. <b>Root Cause:</b> The way that parents can help their child at home is not clearly articulated.</p>

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

**Goal 7:** MANDATED HEALTH SERVICES

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

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

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

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% Condit students will complete the Fitnessgram assessment including aerobic capacity and muscular strength.

**Evaluation Data Sources:** Fitnessgram recording documents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will attend Physical Education each week as part of their Enrichment rotation and participate in exercises and games that build aerobic capacity and muscular strength.</p> <p><b>Strategy's Expected Result/Impact:</b> By participating in games that build capacity, students will increase their score on the Fitnessgram test and learn healthy habits.</p> <p><b>Staff Responsible for Monitoring:</b> Bill Johnson, PE Coach</p> <p><b>Action Steps:</b> 1. Schedule Fitnessgram Assessment 2. Align daily lessons to building skills 3. Resupply materials for assessment as needed</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Host a fitness with friends event for families to exercise together and build healthy habits.</p> <p><b>Strategy's Expected Result/Impact:</b> Encourage regular activity outside of school.</p> <p><b>Staff Responsible for Monitoring:</b> Dan Greenberg, Principal Bill Johnson, PE Coach</p> <p><b>Action Steps:</b> 1. Schedule event in coordination with PTO and campus wraparound specialist 2. Publicize to families</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Host a Yoga with Your Parents event. <b>Strategy's Expected Result/Impact:</b> Build healthy habits and expose families to different types of fitness activity. <b>Staff Responsible for Monitoring:</b> Dan Greenberg, Principal Leader in Me Lighthouse Team <b>Action Steps:</b> 1. Schedule event in coordination with PTO and campus wraparound specialist 2. Publicize to families	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

# State Compensatory

## Budget for 130 Condit Elementary School

**Total SCE Funds:** \$85,374.80

**Total FTEs Funded by SCE:** 1.7

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

These funds are used to pay for intervention position to work with students who are at risk and showing academic need.

## Personnel for 130 Condit Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christine Thomas	Tchr, ESL Elementary	0.5
Halley Erickson	Lecturer, Hrly - Degreed	0.3
Katie Kirbo	Tchr, Intervention	0.5
Kelsey Rupley	Tchr, Intervention	0.4

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by a collaborative team of educators, administrators, and stakeholders.

## 2. Campus Improvement Plan

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

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Identifying areas of growth, developing goals, and reviewing SIP during SDMC meeting.

### 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: quarterly review during shared decision making committee meetings.

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

The SIP is available to parents in the following locations: In person on campus, and on the campus website. The SIP will be made available to parents by: the end of the second grading cycle, November 4, 2022.

We provide the SIP to parents in the following languages:

- English
- Spanish

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

Opportunities for all students to meet the TEKS include these schoolwide reform strategies: quality first instruction, targeted intervention, and appropriate data recording opportunities.

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

Ways that we increase learning time and a well-rounded education for our students include: using a systematic phonemic awareness program, creating intervention periods and

allocate appropriate personnel to deliver accelerated instruction, building in time for accessing intervention software.

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments.

Examples include the following:

- Building teacher capacity in their content areas and instructional areas: PLC twice each month
- Proficient Tier 1 explicit instruction taking place in all content areas: instructional planning each grading cycle to ensure the prioritized TEKS are being taught
- Bi-weekly AT BATs: during PLC meetings
- Small Group Instruction based on student data needs: based on data from beginning/middle/end of the year assessments and progress monitoring data.

## **3. Annual Evaluation**

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

Please see Title I Crate for the following documentation.

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

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

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

- Parents - will provide feedback when plan is created/edited through parent engagement events and interaction online
- Entire Staff

The PFE was distributed

- On the campus website
- On the school/parent communication site - Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Create a family/parent engagement committee
- Offer Title 1 meetings at two different times
- Offer Title 1 meetings in two different languages (English, Spanish)

- Teachers will reach out individually to parents not engaging, participating and attending meetings, not active on class dojo

## **4.2: Offer flexible number of parent involvement meetings**

- Meeting #1 - 9/27/2022
- Meeting #1 Alternate - 9/29/2022
- Meeting #2 - 12/6/2022
- Meeting #2 Alternate - 12/8/2022
- Meeting #3 - 2/21/2023
- Meeting #3 Alternate - 2/23/2023
- Meeting #4 - 4/11/2023
- Meeting #4 Alternate - 4/13/2023

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

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

Please see Title1Crate for the following documentation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison Feinstein	Tchr, Intervention	Title 1	.5
Leslie Sutin	Tchr, Intervention	Title 1	.5

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	3	Curriculum materials	6300 - Supplies and Materials	\$500.00
<b>Sub-Total</b>						<b>\$500.00</b>