

**Houston Independent School District**  
**148 Elrod Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Our mission is to provide scholars a learning environment that cultivates student achievement both academically and socially. Through the work of innovative instruction and learning, our scholars will become empowered with the knowledge that allows them to compete with their counterparts around the globe. As Emerging Medical Scholars, our student will receive instruction that creates a foundation for the health and medical field.

## Vision

Our vision is to build authentic relationship through transparency and an open line of communication with student, parents, and stakeholder in the community. We want to provided wraparound services to all families of the community in need academically, socially, and emotional.

## Value Statement

Our values include student learning, student safety, and the wellness in the homes of our students in the community.

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# Comprehensive Needs Assessment

Revised/Approved: August 26, 2021

## Demographics

### Demographics Summary

Horace W. Elrod Elementary School is an urban school in the Braeswood Community of Southwest Houston. The current enrollment is 720 students in grades pre-kindergarten through fifth. Elrod has a school-wide emerging medical scholar's magnet, we are also a Dual Language Campus. Campus wide we implement CHAMPS and Restorative Discipline using circles. Our emerging medical scholars program emphasizes hands-on instructional activities in health, science, nutrition, math and research as well as technology in a laboratory setting. In our Dual Language Program, scholars spend 50% of their day learning in English and the other 50% learning in Spanish. The overall goal of CHAMPS is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. Restorative Discipline addresses student's behavior by using a relational approach. It fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Elrod is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. 91% percent of the student population is socio-economically disadvantaged and participates in the free or reduced lunch program. The student population is 59% Hispanic American, 20% African American, 17% White; 4% Asian. 84% At-Risk; 5% Special Education, 61% English Language Learners, 11% immigrant, 69% bilingual, and 6% gifted and talented. The average attendance rate for 2020-2021 was 95.5%. The following specialized programs are offered: Dual Language, ESL Education, Special Education, and Gifted/Talented Education. Our goal this year is to increase academic achievement across all grade levels and student groups. To also increase advanced performance on STAAR in reading, math, and science and to increase TELPAS Composite levels of all English Language Learners one to two levels. With the assistance of the iEducate tutors, contracted interventionist and campus supports, the gaps that were created due to loss of instruction will be decreased. Also, tiered instruction was improved by implementing a push-in intervention model with ELL, Title I, and Special Education supports taking place within the classroom setting.

### Demographics Strengths

The parents of Elrod are very supportive of the learning and foundation building that takes place on campus. Students come to school daily with a positive attitude ready to engage in the learning process. Student discipline is not a concern on the campus, our students are well behaved and works well with one another. The teachers and staff foster a warm welcoming campus to all students, parents, and visitors that makes it easier to build those positive relationships. Our teachers are experienced and go above and beyond identifying new strategies that work most effective with the various learning styles of the children.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading.

**Root Cause:** For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

**Problem of Practice 2 (Prioritized):** For the 2020-2021 school year our ELLs scored substantially lower on the STAAR Science. **Root Cause:** The language acquisition for our EL students create a challenge when it comes to the vocabulary on science assessment.

## Student Learning

### Student Learning Summary

#### ***STAAR-Reading/Writing – English***

Current Grade	Test	Approaches	Meets	Masters
Grade 3	Reading	75%	24%	7%
Grade 4	Writing	54%	25%	10%
Grade 4	Reading	55%	25%	13%
Grade 5	Reading	66%	17%	28%

#### ***STAAR-Reading/Writing – Spanish***

Current Grade	Test	Approaches	Meets	Masters
Grade 3	Reading	50%	20%	9%
Grade 4	Writing	50%	17%	24%
Grade 4	Reading	55%	32%	19%
Grade 5	Reading	94%	83%	39%

#### ***STAAR-Math English***

Current Grade	Test	Approaches	Meets	Masters
Grade 3	Math	10%	17%	6%

Grade 3	Math	40%	17%	0%
Grade 4	Math	42%	17%	12%
Grade 5	Math	58%	26%	8%

## ***STAAR-Math Spanish***

Current Grade	Test	Approaches	Meets	Masters
Grade 3	Math	53%	18%	6%
Grade 4	Math	31%	10%	0%
Grade 5	Math	58%	38%	20%

2020-2021 Elrod TELPAS (Composite Rating)					
	Beginning	Intermediate	Advanced	Advanced High	Progress
Kinder (59)	34%	31%	25%	10%	
Grade 1 (54)	44%	35%	20%	0%	
Grade 2 (57)	21%	56%	21%	2%	
Grade 3 (56)	13%	43%	39%	5%	

Grade 4 (56)	5%	41%	36%	18%	
Grade 5 (52)	12%	23%	() 46%	() 19%	
Total (percent of Els with composite rating) 408					

### Student Learning Strengths

The student strengths at Elrod ES for the 2020-2021 school year are over 50% 4th and 5th grade students scored either Advances or Advanced High in Listening, Speaking, Reading, and Writing on TELPAS.

- Our 3rd grade English students scores 76% in the Approaches on STAAR
- At least 70% of our students in English and Spanish scored At or Above in Early Literature by the EOY.
- At least 50% of our English students scored At or Above in math by the EOY.
- At least 735 of our Spanish students scored At or Above in math by the EOY.

### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Our English speaking students scored substantially lower than their counterparts in Reading for 5th grade. There is a 28% gap in the Approaches category and 66% gap in the Meets category. **Root Cause:** For the 2020-2021 school year less than half of the enrolled 5th grade English students participated in face to face learning. There was also little consistency of participation with the majority of our virtual English learners.

**Problem of Practice 2 (Prioritized):** For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. **Root Cause:** For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

**Problem of Practice 3 (Prioritized):** For the 2020-2021 school year our ELLs scored substantially lower on the STAAR Science. **Root Cause:** The language acquisition for our EL students create a challenge when it comes to the vocabulary on science assessment.



# School Processes & Programs

## School Processes & Programs Summary

Dual Language- Students receive 50% on instruction in English and 50% in Spanish to become biliterate.

Dyslexia Interventionist- A trained bilingual interventionist works with small groups of students using Reading by Design.

Reading Mastery- Implemented by a contract interventionist that comes in 5 days a week four hours a day for our K-2 students.

I Educate- 5 tutors work with students providing small group interventions 5 days a week for math and science.

Trained Interventionists- Trained campus personel work with small groups of students in 45 minute blocks daily in both English and Spanish.

HB3 Tutors- District personel work with our 2nd and 3rd grade math students once a week.

## School Processes & Programs Strengths

Dual Language- Allows students to develop proficiency in both languages as evident though their TELPAS growth.

Dyslexia Interventionist- Helps students develop literacy skills that help them accommodate their dyslexia.

Reading Mastery- Allows students to develop proficiency in both reading fluently as evident through Running Record growth.

I Educate- The tutors have been very effective in closing math gaps and progress monitoring.

Trained Interventionists- Provide Tier 2 and Tier 3 interventions based upon deficit skills.

HB3 Tutors-Provide resources, lesson planning assistance, data tracking, and materials which leads to higher math proficiency.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** For the 2020-2021 school year our ELLs in 5th grade did not progress proficiently as usual. **Root Cause:** For 2020-2021 school year our ELLs in 5th grade were not face to face which prevented teachers from using the ESL strategies and small group interventions as they usually would .

# Perceptions

## Perceptions Summary

Elrod Elementary School is a welcoming community. The administration team greets the parents and students at the threshold every morning and is committed to building positive relationships. We provide opportunities for parents to come to the school and voice their opinions through programs such as Donuts with the Principal. We have an open door policy with parents and members of the community. We keep an open line of communication with our parents through various sources such as call outs, Facebook, Twitter and the school website to provide parents with up to date information at all times. We believe that allowing the parents to have a voice gives them a sense of ownership and value within our campus. The helps the parents feel as if this is their school and we are here to serve them. Our belief is that parents are partners. The school is a pillar of the community therefore we are here to provide services not just academically, but also socially, mentally and emotionally. We provide these services with the help of our wraparound specialist and our partnership with Memorial Hermann School based Clinic. We believe that our partnership with the parents will help to increase the academic progress of our students which will lead to adding value to the community.

## Perceptions Strengths

We keep an open line of communication with our parents through various sources such as call outs, Facebook, Twitter and the school website to provide parents with up to date information at all times. We believe that allowing the parents to have a voice gives them a sense of ownership and value within our campus. The helps the parents feel as if this is their school and we are here to serve them. Our belief is that parents are partners. The school is a pillar of the community therefore we are here to provide services not just academically, but also socially, mentally and emotionally. We provide these services with the help of our wraparound specialist and our partnership with Memorial Hermann School based Clinic. We believe that our partnership with the parents will help to increase the academic progress of our students which will lead to adding value to the community.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** For the 2020-2021 school year for almost 50% of our students were virtual learners and those and the attendance rate took a dive to a lower percentage rate.

**Root Cause:** Several parents were concerned of their students attending school with their counterparts during the pandemic.

**Problem of Practice 2:** For the 2020-2021 school year our ELLs in 5th grade did not progress proficiently as usual. **Root Cause:** For 2020-2021 school year our ELLs in 5th grade were not face to face which prevented teachers from using the ESL strategies and small group interventions as they usually would .

**Problem of Practice 3 (Prioritized):** For the 2020-2021 school year our ELLs scored substantially lower on the STAAR Science. **Root Cause:** The language acquisition for our EL students create a challenge when it comes to the vocabulary on science assessment.

**Problem of Practice 4 (Prioritized):** For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading.

**Root Cause:** For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

# Priority Problems of Practice

**Problem of Practice 1:** For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading.

**Root Cause 1:** For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

**Problem of Practice 1 Areas:** Demographics - Student Learning - Perceptions

**Problem of Practice 2:** For the 2020-2021 school year our ELLs scored substantially lower on the STAAR Science.

**Root Cause 2:** The language acquisition for our EL students create a challenge when it comes to the vocabulary on science assessment.

**Problem of Practice 2 Areas:** Demographics - Student Learning - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- 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

#### **Employee Data**

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

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

**Goal 1:** ELAR The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 shall increase by three percent annually from 23% to 32% from 2021 to 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Increase our overall Meets from 19% to 25%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Tier I students will use Imagine Literacy at least 100 minutes/week and 20 minutes daily for interventions during. Tier 2 students will receive interventions through Fast Focus. Tier 3 students will receive interventions with Reading Mastery. <b>Strategy's Expected Result/Impact:</b> Teachers and interventionists have been trained in the selected resources and will provide targeted, customized interventions with consistent progress monitoring. As a result, student will inclemently grow in Ren 360 and STAAR. <b>Staff Responsible for Monitoring:</b> Teachers, Reading Interventionists , Administration <b>Action Steps:</b> After whole group instruction, Tier I students will have independent practice on Imagine Literacy while Tier II/III students engage in small group interventions using Fast Focus, Reading Mastery, or Corrective Reading from their teacher or a trained interventionist. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 1 Problems of Practice:**





Demographics
<b>Problem of Practice 1:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

Student Learning
<b>Problem of Practice 2:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.
Perceptions
<b>Problem of Practice 4:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

**Measurable Objective 2:** Increase our overall Masters from 19% to 25%.

**Evaluation Data Sources:** STAAR





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will engage in small group intervention daily with reading interventionists using Reading Mastery and Corrective Reading material. Our district IAT Manager will support our efforts to consistently progress monitor our reading interventions.  <b>Strategy's Expected Result/Impact:</b> The number of students in RTI will decrease as our students progress through the Reading Mastery program. <b>Staff Responsible for Monitoring:</b> Teachers, Reading Interventionists , Administration, IAT Manager <b>Action Steps:</b> Reading interventionists will meet with students in small groups daily and implement the Corrective Reading strategies to help students increase the reading levels.	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.
Student Learning
<b>Problem of Practice 2:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.
Perceptions
<b>Problem of Practice 4:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.

**Measurable Objective 3:** At least 80% of our students in 3rd grade will read on grade level in their native language by the EOY

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will engage in small group intervention daily with reading interventionists using Reading Mastery and Corrective Reading material. Our district IAT Manager will support our efforts to consistently progress monitor our reading interventions.  <b>Strategy's Expected Result/Impact:</b> The number of students in RTI will decrease as our students progress through the Reading Mastery program. <b>Staff Responsible for Monitoring:</b> Teachers, Reading Interventionists , Administration, IAT Manager <b>Action Steps:</b> Reading interventionists will meet with students in small groups daily and implement the Corrective Reading strategies to help students increase the reading levels.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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





**Goal 1:** Increase our 3rd Grade Math STAAR passing percentage in the Meets category from 18% to 23%

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Increase 3rd grade English Meets performance by 8%.

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers attend monthly trainings hosted by Vontoure Math LLC. Educate Tutors for Tier 2 and Tier 3 Intervention Teachers will implement Thinking Maps with fidelity. Tier 1 and Tier 2 Students will meet weekly with a Math Interventionist Intervention schedule has been built into the instructional day to support students individual needs.  <b>Staff Responsible for Monitoring:</b> Teachers Interventionist Administrators Support Staff  <b>Action Steps:</b> Teachers will take strategies learned for their monthly trainings and implement in the classroom and discuss during the next meeting of things that may not have been as effective and get feedback on ways to modify the instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Measurable Objective 2:** At least 70% of 1st -2nd Tier3 students will exit intervention level status by the EOY

**Evaluation Data Sources:** Ren. 360 Assessments, Snapshots, DLAs, Imagine Math lessons

**HB3 Board Goal**

**Measurable Objective 3:** At least 80% of 3rd graders will be able to multiply and divide math problems

**Evaluation Data Sources:** Ren 360 Assessments, Snapshots, DLAs, Imagine Math Lessons

**HB3 Board Goal**





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

**Goal 1:** For the 2021-2022 school year, our priority needs are centered around improving student outcomes particularly in the area of science while closing the gap in this area as well.

**Strategic Priorities:** Expanding Educational Opportunities





**Measurable Objective 1:** In 5th grade Science our students will increase the percentage of Meets by 8% going from 19% to 27%.

**Evaluation Data Sources:** District Snapshots, DLAs, and STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. <b>Strategy's Expected Result/Impact:</b> increase in students understanding of the science concepts being taught\ <b>Staff Responsible for Monitoring:</b> Teacher. Interventionist, Admin. <b>Action Steps:</b> Teacher implementing curriculum based activities with fidelity.  <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Measurable Objective 2:** In 5th Grade Science our ELs will close the gap by at least 10% with the English speakers on district assessments

**Evaluation Data Sources:** District Snapshots and DLAs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week <b>Strategy's Expected Result/Impact:</b> Closing the gap among the ELs and the English speakers. <b>Staff Responsible for Monitoring:</b> Teachers, Tutors, and Admin. <b>Action Steps:</b> Small group intervention driven by assessment data  <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** Students overall Science in the Meets Category will increase by 8% going from 24% to 32%

**Evaluation Data Sources:** District Snapshots, DLAs, and STAAR.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week <b>Strategy's Expected Result/Impact:</b> Increase in students mastery of the science concepts. <b>Staff Responsible for Monitoring:</b> Teacher, , Tutors, Admin. <b>Action Steps:</b> Hands-on actives, Implementation of vocabulary, Small group interventions, hand  <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				





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

### Goal 1: CLOSING THE GAPS

**Strategic Priorities:** Expanding Educational Opportunities





**Measurable Objective 1:** To ensure instruction of the IEP objectives are being provided to the students with fidelity with 100% accuracy.

**Evaluation Data Sources:** Progress monitoring and Progress Track is used in the general education setting and self contained classroom.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Create safe and secure learning environments to increase student engagement. Display motivational posters and other visuals to create an educational environment with positive influences <b>Strategy's Expected Result/Impact:</b> The result of providing a safe and secure learning environment will encourage parents to send their children to school for direct engagement in learning. <b>Staff Responsible for Monitoring:</b> The general and special education teachers will use progress monitoring and progress track to monitor the students progress. <b>Action Steps:</b> The teachers have been provided with an individual binder for each student in order to track weekly the accommodations used for student success.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





**Measurable Objective 2:** At least 70% of K-1 Tier III students will go from the Interventions category At/Above to by the EOY

**Evaluation Data Sources:** Ren. 360, Imagine Literacy, Snapshots, Reading Mastery Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create safe and secure learning environments to increase student engagement. Display motivational posters and other visuals to create an educational environment with positive influences <b>Strategy's Expected Result/Impact:</b> The result of providing a safe and secure learning environment will encourage parents to send their children to school for direct engagement in learning. <b>Staff Responsible for Monitoring:</b> General Ed Teacher, Special Ed Teacher, Reading Interventionist, Administration <b>Action Steps:</b> IEPs will followed with fidelity, designated supports will be provided and implemented along with progress monitoring of short term goals.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** Each student receiving Special Education services will increase their reading level at least one grade level by the end of the year.

**Evaluation Data Sources:** Ren. 360, Imagine Literacy, Reading Mastery Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create safe and secure learning environments to increase student engagement. Display motivational posters and other visuals to create an educational environment with positive influences <b>Strategy's Expected Result/Impact:</b> The result of providing a safe and secure learning environment will encourage parents to send their children to school for direct engagement in learning. <b>Staff Responsible for Monitoring:</b> General Ed Teacher, Special Ed Teacher, Reading Interventionist, Administration <b>Action Steps:</b> IEPs will followed with fidelity, designated supports will be provided and implemented along with progress monitoring of short term goals	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Goal 2:** Using progress monitoring and progress track to ensure students receiving special education services are showing growth at or above grade level as measured by STAAR Reading will increase by 5 %.

**Strategic Priorities:** Expanding Educational Opportunities





**Measurable Objective 1:** Students receiving special education that are on Urgent Intervention on the BOY will be On Watch by EOY.

**Evaluation Data Sources:** Ren. 360, Imagine Literacy, Reading Mastery Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week. <b>Strategy's Expected Result/Impact:</b> Students will show growth in their reading comprehension and fluency. <b>Staff Responsible for Monitoring:</b> General Ed teacher, Special Ed teacher, Campus Interventionist, Administration <b>Action Steps:</b> Daily interventions, Goal Setting, Progress Monitoring	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Measurable Objective 2:** Students receiving special education services will increase one grade level by EOY.

**Evaluation Data Sources:** Ren. 360, Imagine Literacy, Reading Mastery Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week. <b>Strategy's Expected Result/Impact:</b> Students will show growth in their reading comprehension and fluency <b>Staff Responsible for Monitoring:</b> General Ed teacher, Special Ed teacher, Campus Interventionist, Administration <b>Action Steps:</b> Daily interventions, Goal Setting, Progress Monitoring  <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** At least 70% of K-2 students will read on grade level in their native language by the EOY

**Evaluation Data Sources:** Ren. 360, Imagine Literacy, Reading Mastery Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week. <b>Strategy's Expected Result/Impact:</b> Students will show growth in their reading comprehension and fluency. <b>Staff Responsible for Monitoring:</b> General Ed teacher, Special Ed teacher, Campus Interventionist, Administration <b>Action Steps:</b> Daily interventions, Goal Setting, Progress Monitoring  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b> - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b> - <b>Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

### Goal 1: ATTENDANCE

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

**Measurable Objective 1:** The attendance rate at Elrod will increase from 96.5 to 97.5percent.

**Evaluation Data Sources:** Daily attendance measures.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementing the traveling trophy for the classroom with highest attendance rate for the month. Rewarding students with popcorn parties for perfect attendance each month. Reaching out the parents when students are absent on consecutive days. Ensuring that our students are receiving any at home service they may need through the Wraparound services. <b>Strategy's Expected Result/Impact:</b> Increase student attendance from 96.5 to 97.5 <b>Staff Responsible for Monitoring:</b> Faculty and staff of the campus. <b>Action Steps:</b> Have systems in place to address any attendance concerns as we become aware and inform the parents the importance of student attendance. Start monitoring classroom attendance and award the traveling trophy accordingly.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.
Student Learning
<b>Problem of Practice 2:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.
Perceptions
<b>Problem of Practice 4:</b> For the 2020-2021 school year our English learners scored substantially lower than their counterpart Spanish learner in 5th grade Reading. <b>Root Cause:</b> For the 2020-2021 school year our face to face enrollment for our English learners was substantially lower than their counterpart Spanish learners.







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

**Goal 2:** DISCIPLINE

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

**Measurable Objective 1:** Increase the number of positive referrals to the front office for students on a documented behavior plan.

**Evaluation Data Sources:** Behavior Tracker & Positive Office Referrals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement behavior trackers for all students and monitor their progress biweekly. <b>Strategy's Expected Result/Impact:</b> By reinforcing positive behaviors, we hope to encourage students to exhibit good character traits as evident by a decrease in negative office referrals. <b>Staff Responsible for Monitoring:</b> Office Staff Counselor Front Office Clerk Administration <b>Action Steps:</b> Utilize SEL Resources such as PBIS to help teachers create behavior trackers for their students.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 3:** VIOLENCE PREVENTION

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

**Measurable Objective 1:** Plan drill, Execute drill, After Action Review, Quality/Performance improvement  
Minimize amount of student injuries that happens on campus.

**Evaluation Data Sources:** Document monthly drills on district portal.  
Monitor amount of students that come to the nurse's office and check the severity of the medical condition.

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

**Goal 4: SPECIAL EDUCATION**

**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** To ensure instruction of the IEP objectives are being provided to the students with fidelity with 100% accuracy  
To provide students with the necessary accommodations they are required to have.

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

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

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Through customized Imagine Learning Lesson overage and retained students will need complete a minimum of 15 lesson to catch up with their peers.

**Evaluation Data Sources:** Imagine Learning - Literacy and Math

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

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Build more positive relationships with our families and continuously grow our student enrollment.

**Evaluation Data Sources:** Maintain a daily count on student membership.  
Keep parent/ teacher conference logs throughout the year.  
Retain sign- in sheets when we conduct parent meetings.

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

### **Goal 7: MANDATED HEALTH SERVICES**

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

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

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

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

Estimated number of students to be screened: 720

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

**Measurable Objective 2: VISION SCREENING** at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened: 720

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

**Measurable Objective 3: HEARING SCREENING** at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened: 720

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

**Measurable Objective 4: TYPE 2 DIABETES SCREENING** at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

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

Estimated number of students to be screened: 720

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

**Measurable Objective 5: SPINAL SCREENING** at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by : Rachel Ward School Nurse

Estimated number of students to be screened:

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

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

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

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

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** Rachel Ward who is certified in CPR/AED:

Number of AEDs on campus:

**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



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

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

## Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary.
3	1	2	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
3	1	3	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
4	2	2	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
4	2	3	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
5	1	1	1	Implementing the traveling trophy for the classroom with highest attendance rate for the month. Rewarding students with popcorn parties for perfect attendance each month. Reaching out the parents when students are absent on consecutive days. Ensuring that our students are receiving any at home service they may need through the Wraparound services.

## RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	1	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary.
3	1	2	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
3	1	3	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
4	2	2	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
4	2	3	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
5	1	1	1	Implementing the traveling trophy for the classroom with highest attendance rate for the month. Rewarding students with popcorn parties for perfect attendance each month. Reaching out the parents when students are absent on consecutive days. Ensuring that our students are receiving any at home service they may need through the Wraparound services.

# Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	3	1	Students will engage in small group intervention daily with reading interventionists using Reading Mastery and Corrective Reading material. Our district IAT Manager will support our efforts to consistently progress monitor our reading interventions.
3	1	1	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary.
3	1	2	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
3	1	3	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
4	2	2	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
4	2	3	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
5	1	1	1	Implementing the traveling trophy for the classroom with highest attendance rate for the month. Rewarding students with popcorn parties for perfect attendance each month. Reaching out the parents when students are absent on consecutive days. Ensuring that our students are receiving any at home service they may need through the Wraparound services.

## Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	3	1	Students will engage in small group intervention daily with reading interventionists using Reading Mastery and Corrective Reading material. Our district IAT Manager will support our efforts to consistently progress monitor our reading interventions.
3	1	1	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary.
3	1	2	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
3	1	3	1	Teacher implementing more hands on activities and increasing student science vocabulary using pictures with vocabulary. iEducate tutors will work with small groups for intervention 4 days/ week
4	2	2	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
4	2	3	1	Students will receive designated supports and instructed how to use effectively. Students will receive interventions 45 mins/day at least 3 days/week.
5	1	1	1	Implementing the traveling trophy for the classroom with highest attendance rate for the month. Rewarding students with popcorn parties for perfect attendance each month. Reaching out the parents when students are absent on consecutive days. Ensuring that our students are receiving any at home service they may need through the Wraparound services.

# State Compensatory

## Budget for 148 Elrod Elementary School

**Total SCE Funds:** \$174,004.33

**Total FTEs Funded by SCE:** 3

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

Tutorials, resources, Afterschool program, and supplies.

## Personnel for 148 Elrod Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Boettcher, Samantha Lynn	Tchr, Reading Intervention	1
Pettus, Evelyn Deggins	Tchr, Multi-Grade	1
Vacant	Teaching Assistant-Hr	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Principal, Leadership Team, teachers, staff, parents and community stakeholders. Horace W. Elrod Elementary School is an urban school in the Braeswood Community of Southwest Houston. The current enrollment is 720 students in grades pre-kindergarten through fifth. Elrod has a school-wide emerging medical scholar's magnet, and we are also a Dual Language Campus. Campus-wide we implement CHAMPS and Restorative Discipline using circles. Our emerging medical scholars program emphasizes hands-on instructional activities in health, science, nutrition, math and research as well as technology in a laboratory setting. In our Dual Language Program, scholars spend 50% of their day learning in English and the other 50% learning in Spanish.

Elrod is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. 91% percent of the student population is socio-economically disadvantaged and participates in the free or reduced lunch program. The student population is 59% Hispanic American, 20% African American, 17% White; 4% Asian. 84% At-Risk; 5% Special Education, 61% English Language Learners, 11% immigrant, 69% bilingual, and 6% gifted and talented. The average attendance rate for 2020-2021 was 95.5%. Our goal this year is to increase academic achievement across all grade levels and student groups. To also increase advanced performance on STAAR in reading, math, and science and to increase TELPAS Composite levels of all English Language Learners one to two levels. With the assistance of the iEducate tutors, contracted interventionist and campus supports, the gaps that were created due to loss of instruction will be decreased.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: The SIP was developed jointly with all stakeholders by having an initial meeting with all stakeholders to discuss the past years performance and prioritize goals for this academic year. Team Leaders from each grade level met with the Principal and Leadership Team to discuss academic, social and emotional growth of the students. The members of the SDMC met and developed the SIP.

### 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:

Regularly reviewing the SIP during PLC Meetings, faculty meetings and during Parent Family Engagement meetings. The Leadership Team also meets bi-weekly and routinely after assessments to monitor the campus progress towards meeting the goals

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

The SIP is available to parents in the following locations: Campus Website, Front Office, Title I Office, and Principals Office

The SIP was made available to parents by: Posting it on the school website, during the Title I Annual Meeting, and during the Parent SIP Meeting

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: Restorative Circles, CHAMPS, Thinking Maps, Kagan Cooperative Strategies, Reading Mastery, and ELPS.

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

Ways that we increase learning time and a well-rounded education for our students include: After-school support, Push-In Tutorials, Pull-Out Tutorials, GT enrichment opportunities, Project-Based learning and providing social-emotional services to all students. Elrod has also funded several interventionist positions to support our EL students as well as students that need additional support to close the learning gaps. Elrod has a built-in intervention block for 3rd- 5th grade scholars where teachers can provide small-group intervention daily.

## **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: At-Bat Sessions, Vertical-Team Planning, HB3 Math Coach, Bi-Weekly PLCs, Teachers Observe one another, Dual Language TDS,
- Proficient Tier 1 explicit instruction taking place in all content areas: Calibrated walk-throughs by Administration Team,
- Bi-weekly AT BATs: Teachers with one to three years experience participate in At-Bat Sessions
- Small Group Instruction based on student data needs: Daily built-in intervention block for 3rd- 5th Grade scholars to close gaps and accelerate learning

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

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

- Parent -
- Teachers
- Community Partners



The PFE was distributed

- On the campus website
- Sent home with each scholar

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Parent Meetings
- SES sessions with the school counselor
- Utilizing social media to keep parents informed and engaged
- ESL Classes provided to the parents
- Family Literacy, Math and Science Nights
- Dual Language Day-Bring your parent to school

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

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

- Meeting #1 September 21, 2021 4:00pm-6:00pm
- Meeting #1 Alternate - September 22, 2021 4:00pm-6:00pm
- Meeting #2 - November 10, 2021 4:00pm
- Meeting #2 Alternate - November 11, 2021 9:00am
- Meeting #3 - January 12, 2022 4:00pm
- Meeting #3 Alternate - January 13, 2022 1:00 pm
- Meeting #4 - April 13, 2022 3:30pm-4:30 pm
- Meeting #4 Alternate - April 14, 2022 8:30am

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Floydreka Ray	Teacher Class-Size ESL		1.00

# Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Kayla Liu	Teacher Specialist
Administrator	Tonya Watts	Assistant Principal
District-level Professional	Wendy Tovar	Magnet Coordinator
Administrator	Michael Hutchins	Principal
Community Representative	Ronni Plotkin	Community Representative
Parent	Letty Sutton	Parent
Classroom Teacher	Kasi Matthews	Teacher
Paraprofessional	Maria Barrientos	Teacher Assistant
Business Representative	Dina Munroe-Whitaker	Business Representative
Classroom Teacher	Ardett Bowie	Teacher
Classroom Teacher	Aday Rodriguez	Teacher
Parent	Amisha Wright	Parent

# Addendums

## SIP APPROVAL 2021-2022

**School Name and Campus #:** Elrod ES #148

**Principal Name:** Michael Hutchins

**Area Office:** Area ES01

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/10/21 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


  
Principal

9/28/21  
Date


*Signatures below indicate review and approval of this document.*

  
PTO/PTA or other Parent Representative

9-28-21  
Date

  
SDMC Teacher Representative

9-28-21  
Date

  
School Support Officer/Lead Principal

10-4-21  
Date

  
Area Office Superintendent

10/5/21  
Date

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

\_\_\_\_\_  
Date