Houston Independent School District

173 Herod Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

At Gary L. Herod Elementary School, it is our mission to work as a committed community to provide an engaging, respectful learning environment where all students are encouraged to reach their full potential socially, emotionally, and academically.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Students: 754

African America- 27.9%

Hispanic- 41.7%

White- 20%

Asian- 7.2%

Two or more races- 3%

Female- 49.9%

Male- 50.1%

Economically Disadvantaged- 53.7%

Emergent Bilingual/English Learner- 25.4%

Section 504- 6%

At-Risk- 35.8%

Gifted and Talented Education- 24%

Special Education- 7%

Mobility Rate- 9.7%

Professional Staff: 64

Teachers: 45

Professional Support: 2

Campus Administrators: 3

Educational Aids: 8

Herod has 13 new staff members this school year. Seven of the new staff members are in positions that are new for this school year. Herod has three first-year teachers this school year, 20% of the staff falls in the 1-5 years of teaching experience, 18% of the staff has 6-10 years of experience, 34% of the staff has 11-20 years experience, and 14% of the staff has 21-30 years of experience. The campus principal started at Herod in February of 2022, one assistant principal has four years of experience, and the other assistant principal is starting her first year as an administrator.

Demographics Strengths

Herod as a campus is incredibly diverse. Students on campus come from an extensive range of backgrounds and experiences. With students coming from such diverse backgrounds, students on campus are able to be exposed to different cultures and life experiences.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Herod has a mobility rate of almost 10%. Many students who leave will return to campus within 2-3 months. **Root Cause:** One of the apartment complexes zoned to Herod used to fall under a government housing assistance program. In March of 2022, the apartment complex was bought by a new owner and is no longer accepting government housing assistance. With this change, Herod is seeing an increase in student mobility.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- 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
- Action research results

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: For the 2022-2023 school year, we will increase the percentage of students performing in the Meet and Masters category of STAAR reading from 62% to 68%, as measured by the 2023 STAAR assessment.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: In the 2022-2023 school year, students will have one years growth from their BOY reading level to EOY reading level.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data, Small group

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will provide small group and intervention instruction to meet the individual reading needs of each student in their classroom **Strategy's Expected Result/Impact:** Students have continued steady growth in reading. **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** All students are assessed by September 23 for their BRR level. By October 3, all students have an end-of-year reading goal. **TEA Priorities:** Build a foundation of reading and math	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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: For the 2022-2023 school year, we will increase the percentage of students performing in the Meet and Masters category of STAAR math from 47% to 55%, as measured by the 2023 STAAR Math assessment.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: In the 2022-23, Herod will be decreasing the amount of students in Intervention (Tier 2) from 4% on the 2022 End of Year exam to 2% as demonstrated the End of Year Renaissance administered in May 2023

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. **Strategy's Expected Result/Impact:** Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 2: In the 2022-23, Herod will be decreasing the amount of students in Urgent Intervention (Tier 3) from 8% on the 2022 End of Year exam to 4% as demonstrated in End of Year Renaissance administered in May 2023.

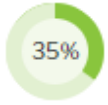
Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. **Strategy's Expected Result/Impact:** Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: In the 2022-23, Herod will be increasing students in Tier 1 from 85% on the 2022 End of Year exam to 89% as demonstrated in End of Year Renaissance 360 administered in May 2023

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons. **Strategy's Expected Result/Impact:** Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Math. **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

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: For the 2022-23 school year, we will improve the percentage of students achieving meets and masters level performance in science from 35% on the 2022 STAAR exam to 45% by May 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Increase student engagement by 20% by utilizing STEMScopes on a biweekly schedule.

Evaluation Data Sources: STEMScopes, user data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All Science teachers to differentiate science instruction with the use of STEM Scopes. **Strategy's Expected Result/Impact:** Increase teacher proficiency, increase student understanding and engagement. **Staff Responsible for Monitoring:** Teachers, administration **Action Steps:** All Science teachers will undergo professional development with a focus on using STEMPScopes effectively. **Title I:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

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 2: For the 2022-23 school year, we will increase TELPAS performance, increasing positive gains at least ten percentage points from 53% to 60%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: During the 2022-23 school year, the campus will improve composite TELPAS scores from 53% to 60% within the calendar year.

Evaluation Data Sources: TELPAS, ELD from Summit K12, teacher observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: With the focus in listening and speaking, provide support for teachers who work with ELs through modeling, coaching and the incorporation of ELDs from Summit K12. **Strategy's Expected Result/Impact:** Improved language learning skills as well as speaking by ELs **Staff Responsible for Monitoring:** Teachers, Administrators **Action Steps:** 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Progress Monitoring of ELs specifically in listening and speaking activities **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math	40%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

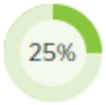
Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: For the 2022-2023 school year, we will increase the percentage of students receiving special education services performing in the Meet and Masters category of STAAR Reading from 17% to 30%, as measured by the 2023 STAAR Reading assessment.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Students receiving special education services will show one year's growth on their reading leave as measured by EOY BRR.

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, School CFU, Renaissance 360 Data, Special Education Pull-out support, intervention small groups, classroom small groups.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: For all teachers, who service students identified under Special Education, will provide differentiated, whole group and small group instruction, utilize instructional strategies to support the needs of students who are in special populations. **Strategy's Expected Result/Impact:** Increase progress for students as evidenced in progress monitoring **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Within the 2022-23 school year, improve campus attendance rate from 92% to 95% by June 2023.

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

Measurable Objective 1: Within the 2022-23 school year, raise the weekly attendance rate from 92% to 95% by June 2023.

Evaluation Data Sources: Weekly attendance reports from PowerSchool/Connect

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified students. **Strategy's Expected Result/Impact:** Improved attendance by students **Staff Responsible for Monitoring:** All campus administrators, Registrar, teachers **Action Steps:** Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 2: Within the 2022-23 school year, raise the monthly attendance rate from 92% to 95% by June 2023.

Evaluation Data Sources: Attendance Reports from Power School and A4E.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified students **Strategy's Expected Result/Impact:** Improved attendance by students				

Staff Responsible for Monitoring: All campus administrators, Registrar, teachers **Action Steps:** Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: Within the 2022-23 school year, raise the yearly attendance rate from 92% to 95% by June 2023.

Evaluation Data Sources: Power School Reports and A4E

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administrators will review and study students' attendance patterns for all students with 5 or more absences and have attendance plans in place for at least 80% of identified student **Strategy's Expected Result/Impact:** Improved attendance by students **Staff Responsible for Monitoring:** All campus administrators, Registrar, teachers **Action Steps:** Students will track their daily school attendance in their data binders in class. Campus leadership will pull chronic absentee list from Power School/ A4E monthly and create attendance plans as needed for students with five or more absences. Work collaboratively with parents to develop an attendance plan to ensure improved attendance rate of students.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - Within the 2022-23 school year, campus discipline reporting at least 10% by June 2023.

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

Measurable Objective 1: To ensure the continued reduction of overall suspensions, both in school and out of school, by an additional 5% within the 22-23 school year

Evaluation Data Sources: Connect entries, discipline forms, Counselor referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To ensure Tier 2 and 3 behaviors have a behavior and safety plan in place from 15% to at least 30% within the 22-23 school year **Strategy's Expected Result/Impact:** Teachers will implement tracking systems to provide targeted behavior intervention as needed (either virtually and/or face to face). **Staff Responsible for Monitoring:** Assistant Principal , Social Worker/Counselor, All campus administrators, SEL department, LSSP **Action Steps:** Quarterly reviews of plans to help ensure students making appropriate growth.	35%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Measurable Objective 2: For the 2022-2023 school year we will increase the use of social and emotional learning (SEL) within the classroom from 10% to 20% by May 2023

Evaluation Data Sources: Walkthroughs, lesson plans, and other formal and informal observations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In a Community Circle, the teacher participates as an equal member of the classroom, facilitating discussion rather than directing it. To give space for students to share their authentic voice, teachers can have students submit topics or have students lead the discussion **Strategy's Expected Result/Impact:** Improve SEL and ensure student health, safety, and well being. **Staff Responsible for Monitoring:** Teachers, administration, counselor, wraparound specialist **Action Steps:** set day for community circles, prepared lessons from counselors, review and adjust as needed.	35%			

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Measurable Objective 3: For the 2022-2023 school year 100% of behavior based IATs will include the use of Antecedent-Behavior-Consequence (ABC) charts Behavior Improvement Plans (BIP)

Evaluation Data Sources: IAT documents, ABC documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: An "Antecedent-Behavior-Consequence" or an ABC chart is used to record behavior. This involves writing down what triggered the behavior (what happened just before the behavior occurred - known as the Antecedent), the actual Behavior, and what happened afterward as a result **Strategy's Expected Result/Impact:** data do analyze and assist student **Staff Responsible for Monitoring:** teacher **Action Steps:** Have ABC charts available training for correct use				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION - To reduce the number of cases of students reporting bullying of themselves or others from 3 cases at End of Year 2022 to 2 cases in May 2023.

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

Measurable Objective 1: In order to reduce the number of bullying cases, train teachers and implement the use of community circles within the classroom with implementation increasing from 15% to at least 55% in the 21-22 school year.

Evaluation Data Sources: Social Worker/Counselor referrals, Discipline referrals, Bullying investigations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bullying Prevention **Strategy's Expected Result/Impact:** Improved communication, social emotional support within/outside of the classroom **Staff Responsible for Monitoring:** Counselor, School Administration **Action Steps:** Preservice - provide training and implementation of community circles. Aug/Sept - implementation of community circles within the classroom. Fall Semester - periodic check-ins to review implementation, modeling etc. Spring Semester - continue with periodic check-ins	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Restorative Circles - Use of restorative circles in the classrooms **Strategy's Expected Result/Impact:** Improved communication, social emotional support within/outside of the classroom **Staff Responsible for Monitoring:** Social Worker, campus administration **Action Steps:** Preservice - provide training and implementation of community circles. Aug/Sept - implementation of community circles within the classroom. Fall Semester - periodic check-ins to review implementation, modeling etc. Spring Semester - continue with periodic check-ins	35%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - Overall, we will be decreasing the amount of students in Intervention (Tier 3) from 30% on the 2022 EOY exam to 26% as demonstrated in EOY Renaissance administered in May 2023

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: SMART Goal: For the 2022-23 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Renaissance 360 exam from 38% on the 2022 EOY exam to 34% in May 2023.

Evaluation Data Sources: Imagine Reading and Math, Teacher observational data, Progress Monitoring tools

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: For all teachers, who service students identified under Special Education, will provide differentiated, whole group and small group instruction, utilize instructional strategies to support the needs of students who are in special populations. **Strategy's Expected Result/Impact:** Increase progress for students as evidenced in progress monitoring **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: For the 2022-23 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Math Renaissance 360 exam from 32% on the 2022 EOY exam to 25% in May 2023

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, who teach mathematics, will provide differentiated, whole group and small group instruction, utilize the foundations of math instruction and support students in completing 2 Imagine Math lessons **Strategy's Expected Result/Impact:** All grade level teachers, Support personnel, All campus administrators **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: For the 2022-23 school year, we will decrease the percentage of students in both Urgent Intervention and Urgent as measured by the Reading Renaissance 360 exam from 17% on the 2022 EOY exam to 13% in May 2023

Evaluation Data Sources: Imagine Learning, HISD Checks for Understandings, HISD snapshots, Renaissance 360 Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All ELA teachers will provide differentiated, whole group and small group instruction, utilize the foundations of the Next Steps in Guided Reading and students completing 2 Imagine Reading lessons **Strategy's Expected Result/Impact:** Students perform better and overall students' performance on R360 improves over time additionally completing at least 2 lessons on Imagine Reading **Staff Responsible for Monitoring:** All grade level teachers, Support personnel, All campus administrators **Action Steps:** By October 1- using gathered BOY data, identify students in their perspective Tiers, provide support based on tier ; By Mid-November/December - progress monitor students and make changes as needed; By January/ February - MOY administered, review data to check for progresses.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. - During the 2022-23 school year, students who are identified under a specific special population will improve their STAAR, or other designated performance tool, at least 8 percentage points from previous 21-22 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: During the 2022-23 school year, the campus will improve composite TELPAS scores from 52% to 60% within the calendar year.

Evaluation Data Sources: TELPAS data, R360 Data, SI Coach Observational data, STAAR Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: With the focus in listening and speaking, provide support for teachers who work with ELs through modeling and coaching. **Strategy's Expected Result/Impact:** Improved language learning skills as well as speaking by ELs **Staff Responsible for Monitoring:** LPAC lead, campus administration **Action Steps:** 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Progress Monitoring of ELs specifically in listening and speaking activities				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: With the focus in reading and comprehension, provide support for teachers who work with ELs through modeling and coaching. **Strategy's Expected Result/Impact:** Improved language learning skills as well as speaking by ELs **Staff Responsible for Monitoring:** SI Coach, campus administration **Action Steps:** 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with reading instruction; District provided workshops for ELs. 2.) Monthly AtBats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Modeling of instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: With the focus in writing, provide support for teachers who work with ELs through modeling and coaching. **Strategy's Expected Result/Impact:** Improved writing skills by ELs **Staff Responsible for Monitoring:** SI Coach, LPAC lead, campus administration **Action Steps:** 1.) Provide Professional Development throughout the year: training on small group instruction; review of ELPS within the content; review of best practices with writing instruction; District provided workshops for ELs. 2.) Monthly At Bats to help support in instruction. 3.) Provide exemplars either from the district or campus personnel. 4.) SI Coaching teachers and providing feedback with instruction. 5.) Modeling of instruction	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Measurable Objective 2: During the 2022-23 school year, improve identification and support of Gifted and talented students from 10% at the beginning of the year to 40% May 2023.

Evaluation Data Sources: Connect GT GEP Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will meet on grade level and vertical teams. They will use data to analyze student learning needs in content areas and plan and implement best practices/strategies and differentiated lessons to meet student needs. **Strategy's Expected Result/Impact:** Increased implementation of GEPs within Connect **Staff Responsible for Monitoring:** GT Coordinator, teachers **Action Steps:** PLCs - review how to create GEPs in Connect. Teachers periodically will meet on to review plans to see if changes need to be made. They will use data to analyze student learning needs in content areas and plan and implement best practices/strategies and differentiated lessons.	35%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - For the 2022-2023 school year, 80% of parents will participate in at least one school activity, parent conference, or PTO meeting.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: During the 2022-23, have 80% teachers and parents attend and/or participate in at least 1 online or face to face meeting.

Evaluation Data Sources: Parent Surveys, PTO meetings, Title 1 documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide different opportunities for a parent teacher conference (face to face, virtual or phone) **Strategy's Expected Result/Impact:** Increase participation by teachers, parents and community members in campus activities **Staff Responsible for Monitoring:** Classroom teachers, administration **Action Steps:** Campus one on one meetings provided (either virtually or face to face) . Teachers calling, emailing or using class DOJO to communicate meetings. Work on developing relationship through increased participation for teachers and parents at least 80%.				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: During the 2022-23, have 80% teachers and parents attend and/or participate in at least 1 online or face to face community meeting.

Evaluation Data Sources: sign in sheets for face to face activities, login for virtual

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide different opportunities for virtual and face-to-face community meetings. **Strategy's Expected Result/Impact:** increase parent engagement **Staff Responsible for Monitoring:** Campus administration, district administration				

Action Steps: Campus one on one meetings provided (either virtually or face to face) . Parent university and other district provided training for parents. Different district supported webinars (either live or pre-recorded) for parents. PTA - Work on developing relationship through increased participation for teachers and parents at least 80%.schedule monthly events events will alternate between morning and evening promote events				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: During the 2022-23, have 80% teachers and parents attend and/or participate in at least 1 PTO activities on the campus.

Evaluation Data Sources: sign in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide different opportunities for parents to participate in PTO meetings **Strategy's Expected Result/Impact:** Increase parent engagement **Staff Responsible for Monitoring:** Administration and PTO Board **Action Steps:** Campus one on one meetings provided by the PTO - Work on developing relationship through increased participation for teachers and parents at least 80%.				

 No Progress Accomplished Continue/Modify Discontinue

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

Measurable Objective 1: During the 2022-23 school year, percentage of student engagement will increase at least from 75% to 85% within 150 minutes per week of instructional physical activity

Evaluation Data Sources: PE teacher observation, fitness gram goals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Grades PK -5 will participate in physical education for one 50 minute period per week and five 30 minute periods of structured recess. **Strategy's Expected Result/Impact:** Increased amount of physical activity for the week **Staff Responsible for Monitoring:** Teachers, PE teacher **Action Steps:** Periodically check with PE teacher to see what support needs are. Meet with teachers to see what additional support is needed. Ensure teachers and staff have equipment to help support activity and active monitoring.				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop a comprehensive needs assessment as par of the planning and decision-making process. Title I schools have 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 administration, social worker, wrap around specialists, teachers, Shared Decision Making Committee SDMC, and other staff.

Literacy-Research indicates providing a solid foundation in early literacy skills is vital for success in future learning. Therefore, during 2022-2023 school year, teachers focus on implementing effective daily instructional strategies in developing Literacy by 3 which focuses on phonemic awareness, word study, tiered guided reading instruction, small group instruction, and Daily 5 work stations.

Math- During the 2022-2023 school year, teachers will continue to focus on Guided Math strategies, such as developing number fluency, and number operations.

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: reviewing data, review teaching strategies, and reviewing Herod's budget.

Schoolwide reforem strategies that will provide opportunities for all students who are at risk of not meeting the challenging state academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence based research to increase achievement for each sub group on state tests.

1. Structure and monitor weekly Collaborative Learming Meetings (CLMs) to ensure effective planning of rigorous lessons, data analysis, and action planning.

2. Implementation of lesson plan feedback by leadership team.

3. Implememtation of district and campus based assessments to monitor and track student performance and progress.

4. Implement effectively the W.I.N. (What I Need) Intervention time for targeted small group instruction during the school day that closes student achievement gaps.

5. Support teachers through coaching and feedback meetings, and modeling best practices outlined by the district planning guides.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occure 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:

- Appraiser calibration walks
- Collaborative Planning Meeting (CPMs) where teachers review student work, and discuss best teaching strategies.
- Data analysis after assessments
- Monitoring of assessment data
- Progress monitoring
- Classroom walkthroughs and observations
- Coaching and feedback meetings

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

The SIP is available to parents in the following locations:

- Herod Elementary website

The SIP was made available to parents by:

- school website
- SDMC 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:

- Tier I Instruction
- facilitating instruction in a gradual release format
- formative and summative assessments (etc. BOY, MOY, EOY)
- Differentiated instruction through workstations for student indepenedent practice
- students utilizing technology in all classrooms
- WIN intervention time
- Afterschool and Saturday tutorials

2.5: Increased learning time and well-rounded education

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

- W.I.N Intervention time
- Effective Tier I instruction
- Afterschool and Saturday tutorials.

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier I explicit instruction taking place in all content areas:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Annual Evaluation requests will be sent by the following:

- Links provided in the News You Can Use weekly newsletter
- Emailed individually to families
- Links posted to school and teacher Class Dojo communication pages

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:

- Parent
- Teachers
- Wrap Around Specialists
- Non-Instructional Staff

The PFE was distributed

- campus website
- Hard copy distributed to individual families
- Title I electrobic bin

4.2: Offer flexible number of parent involvement meetings

The campus will provide four annual Title I Parent Meetings, and eight PFE meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1- 9/7 & 9/8
- Meeting #2-

5. Targeted Assistance Schools Only