Houston Independent School District

470 Fonwood Early Childhood Center

2022-2023 Campus Improvement Plan

Mission Statement

Fonwood ECC is the best Early Childhood Center for students in the North Forest area because we offer a strong academic foundation in reading, mathematics, and social emotional development. The mission of Fonwood Early Childhood Center is for students to have access to a high-quality early childhood education program that promotes school readiness.

Vision

This mission will be accomplished through the implementation of a comprehensive, rigorous, and developmentally-appropriate curriculum by knowledgeable and well-trained teaching staff in a positive and nurturing environment that respects and supports diversity. We will work in close partnership with families and the community to maximize each child's potential in all areas of growth and development.

Value Statement

Safety Above All Else. The Fonwood community understands that no one can be successful in an environment where they feel threatened, physically, or otherwise. A safe environment must be provided for every child, parent, guardian, and employee in the Fonwood community.

Student Learning is the Main Thing. The primary charge of any school is to provide its students with an education. The Fonwood community values both traditional and contemporary teaching strategies and will work hard to meet the academic needs of all students. All members of the Fonwood community will create an environment that values the teaching and learning process and reinforces a culture of achievement.

Focus on Excellence and Results. Houston Independent School District and the State of Texas have clearly defined and measurable expectations for academic achievement. The Fonwood community believes that, with data driven instruction and individualized attention, our students can meet and exceed these expectations—***no excuses***.

Parents are Partners. The Fonwood community understands that learning happens around the clock and instruction does not end when students leave our classrooms. The parents in Fonwood's community are our students' first and most effective teachers; we will work to be inclusive and considerate of our parents' needs and concerns as we pursue our mission of providing every child a quality education.

Common Decency. All members of the Fonwood community deserve and must receive respectful and courteous treatment. We will strive to interact and work with one another respecting each other's personal beliefs, experiences and opinions while keeping our primary task in the forefront of our minds: working together to build educational foundations for all of our students.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Fonwood serves a diverse student population with a total enrollment of 452 students. Sixty-two percent (62%) of the students are African American, thirty-seven percent (37%) are Hispanic. Thirty-one percent (31%) of the student population is classified as English Language Learners (ELL). To meet the needs of all learners, Fonwood offers an ECSE program for 5% of our student population.   Fonwood is a Title 1, Part A school, where 100% of the student population qualifies for the free and reduced lunch programs. Currently, 6% of the students are identified as homeless. All students have been identified as at-risk due to family income, ELL status, family military status, homelessness, and/or CPS custody.

In the 2019-2020 school year, Fonwood ECC established a PTO committee to strengthen parent partnerships. During the 2019- 2020 school year the PTO committee grew to 23 members. Fonwood experienced a breakdown of its PTO Committee during the 2020-2021 school year due to COVID-19 campus safety protocols, which halted visitors' access to the campus. As reflected in the Title I 2020-2021 parent engagement reports, the campus also experienced a decrease in parent participation in campus events. In the year 2021-2022, Fonwood reestablished the PTO committee and is currently working to build a parent/school partnership.

Demographics Strengths

Through the hard work of the campus wraparound specialist and school social worker, the campus has established strong community partnerships. Community partnerships include:

North Forest Civic Club

Kidz Meal

Barbara Bush Foundation

Houston Food Bank

Launch Point

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Decease in parental engagement at Fonwood ECC for the 2021-2022 school year. **Root Cause:** A decrease in parent engagement can be attributed to 1) COVID-19 restrictions established by the school district. 2) Work schedule of parents prevents them to participate in campus virtual events. 3) Virtual setting of parent engagement events does not provide the same interaction as a face-to-face event.

Student Learning

Student Learning Summary

- Fonwood students met the district benchmarks for literacy and math at the end of the 2021-2022 school year. Our needs assessment reveals the following:

- A review of the end of the year (2022 EOY) CIRCLE assessment data shows English Pre-K 4 students performing below ELL students in CIRCLE subtests. The subtests are as follows:

Literacy Subtest

Rhyming: Eng 80%, Span 97%

Alliteration: Eng 78%, Span 99%

Onset-Rime: Eng 70%, Span NA

Words in a Sentence: Eng 80%, Span 97%

Syllabication: Eng 93%, Span 100%

Math Subtest

Rote Counting- Eng 88%, Span 99%

Shape Naming Eng 90%, Span 99%

Number Naming: Eng 81%, Span 98%

Counting Sets: Eng 85%, Span 98%

Operations: Eng 84%, Span 98%

There is a need to strengthen, practice and model instructional strategies during PLC meetings that will increase student mastery of skills on EOY CIRCLE assessment. However, a review of the end-of-year assessment data reflects a need to focus on school-wide instructional strategies to increase phonological awareness skills and continued development of social skills.

Student Learning Strengths

A review of the end of the year 2021-2022 EOY CIRCLE assessment data shows ELL Pre-K 4 students' performing above the campus 85% benchmark in the literacy phonological awareness subtest.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: A review of the end of the year 2021-2022 EOY CIRCLE assessment data shows English Pre-K students performing at campus EOY benchmark goal of 90% in math. **Root Cause:** 1) Inconsistent use of high-yielding instructional strategies presented in the prekindergarten guidelines. 2) Lack of alignment of instruction to the prekindergarten guidelines, progression of skills. 3) teachers lack the efficacy to consistently evaluate data and effectively plan for targeted workstation activities and small group instruction.

School Processes & Programs

School Processes & Programs Summary

Research has shown that providing a solid foundation in early literacy skills is vital for success in future learning. Therefore, during the 2022-2023 school year, teachers will focus on implementing research-based instructional strategies to develop phonological awareness skills (alliteration, syllabication, words in a sentence, onset-rime, and rhyming) via whole group mini-lessons utilizing Three Cheers for Pre-k curriculum and Neuhaus Curriculum. Teachers will provide additional individual and small group support to students based on student needs using Guided Reading and Guided Math curriculum.

The National Council of Teachers of Mathematics' current research indicates that a high-quality, challenging, and accessible mathematics education for students aged 3-6 is vital for future mathematics learning. Therefore, during the 2022-2023 school year, teachers will continue to focus on developing early mathematical skills in rote counting, shapes, number recognition, counting sets, and operations utilizing the Three Cheers for Pre-k curriculum.

For the 2021-2022 school year 5 teachers decided to seek employment in surrounding districts. As a campus leader, I also opened one additional classroom to meet the needs of our growing 3-year-old program. As a result, there is a total of 6 new teachers on the campus. To retain teachers, I will continue to establish a positive campus culture and provide support to teachers.

School Processes & Programs Strengths

For the 2022-2023 school year, open labs have been scheduled to provide additional support to teachers on the campus to ensure that they are effective leaders in the classroom. A schedule of open labs includes the following.

- Effective lesson planning

- Creating effective literacy and math workstations

- Implementing Guided Reading and Guided Math instruction

- Unpacking Three Cheers for Pre-k Curriculum

- CIRCLE data digs

Teachers and administrators will analyze CIRCLE and common assessment data through the use of Fonwood's data protocols to drive instruction. Teachers will implement the Guided Reading and Guided Math format for small group instruction. Campus administrators will conduct consistent walkthroughs and observations with formal feedback conferences using the AIM portal. Teachers will participate in bi-weekly PLCs with at-bats practice and the sharing of strategies to impact student data. Career Pathway Teacher leaders will provide monthly modeling of instructional components.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Five teacher resignations and the opening of a new classroom led to the hiring of six new teachers for the 2022-2023 school year. **Root Cause:** Resignations for 2021-2022 can be attributed to 1) HISD's district salary below competing districts. 2) A lack of support in the classroom for teachers because teacher assistants are not assigned to classrooms. 3) A lack of programs to build a school family.

Perceptions

Perceptions Summary

The Fonwood Campus has served the North Forest Community as an early childhood campus for approximately eight years through the annexation of the North Forest School District. Due to the rise of new schools servicing the North Forest area, our campus has undergone rebranding for our campus, by creating a new vision and mission statement.

Mission: Our mission is to address the needs of the whole child by enhancing their social-emotional, cognitive, physical, and creative development, in a safe, nurturing academic and socio-emotional environment, to prepare them for college and beyond.

Vision: To develop productive students who are prepared for college and beyond.

To create a safe campus environment for all stakeholders, the campus is carefully following the 2022-2023 back-to-school guidelines established by the Houston Independent School District. This ensures the safety of all stakeholders as we continue to educate students in the midst of the COVID-19 pandemic.

The campus social worker provides counseling and help to students, parents, and school staff to address the psychological and social well-being of the students. The campus social worker also works with outside support services and agencies to assist students and families who need additional supports.

The campus wraparound service specialist service includes investing in the whole child, maximizing academic outcomes by dedicating resources to non-academic needs. The campus wraparound service specialist works to build relationships, collaborate with key stakeholders, and develop strong systems of support.

Perceptions Strengths

To support new hires, campus team leads serve as instructional leaders to the members of their team. As instructional leaders to their teams, they are able to provide instructional coaching to new team members, through bi-weekly PLC'S and monthly team meetings. Additional support includes, new teachers visiting the classrooms of team leads to view research-based teaching strategies.

The campus Career Pathway leader, provides training and mentoring to new teachers, in the campus focus area of literacy. Support include leading professional learning communities to provide opportunities for sharing of effective strategies and the opportunity for teacher to participate in at-bats to master critical instructional skills.

 The campus social worker provides weekly small group social-emotional learning instruction to support students in developing essential self-regulation skills.

 The campus wraparound service specialist leads a parent resource room to provide resources to families needing non-academic supports.

The campus social worker and wraparound specialist work alongside community partners to ensure parents and students have resources based on individual family needs.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Social and emotional learning (SEL) is highly important for helping Fonwood preschool students to understand and manage their emotions, feel and show empathy for others, establish healthy relationships, set positive goals, and make responsible decisions. **Root Cause:** Preschool students lack the skills to manage their emotions and show empathy to others. New teachers to the campus must participate in professional learning opportunities to learn the school-wide Conscious Discipline instruction.

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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices

Board Goals

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

Goal 1: ELAR The percentage of English Prekindergarten 4 students performing at or above grade level in literacy phonological awareness as measured by the district proficiency level on the EOY CIRCLE assessment will increase 5 percentage points from 85% in spring 2022 to 90% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 90% of English PK 4 students will demonstrate mastery in the subtest of syllabication, on EOY administration of the CIRCLE assessment.

Evaluation Data Sources: CIRCLE EOY Data
Campus common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will effectively implement the PA All Day curriculum to deliver phonological awareness instruction during the phonological awareness block.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the PA All Day curriculum will ensure student mastery of the skill of syllabication. **Staff Responsible for Monitoring:** Campus administration Teachers Career pathway literacy specialist coach **Action Steps:** Teachers will conduct an effective phonological awareness block. Administrators will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice. Career Pathways Teacher Leaders will provide monthly modeling of instructional components. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 2: By May 2023, 90% of English PK 4 students will demonstrate mastery in onset-rime, alliteration, and rhyming subtest, on EOY administration of the CIRCLE assessment.

Evaluation Data Sources: CIRCLE EOY Data
Campus common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will differentiate instruction based on the CIRCLE BOY and MOY data to facilitate Guided Reading in small groups daily.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the Guided Reading curriculum will ensure student mastery of phonological awareness skills. **Staff Responsible for Monitoring:** Campus administration Teachers Career pathway literacy specialist coach **Action Steps:** Teachers will implement the Guided Reading format for small group instruction. Administrators will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice. Career Pathways Teacher Leaders will provide monthly modeling of instructional components. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress	100% Accomplished		Continue/Modify	Discontinue

Measurable Objective 3: By May 2023, 90% of English PK 4 students will demonstrate mastery in the words in the sentence subtest, on EOY administration of the CIRCLE assessment.

Evaluation Data Sources: CIRCLE EOY Data
Campus common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students.				
Staff Responsible for Monitoring: Campus administration Teachers Career pathway literacy specialist coach				
Action Steps: Teachers and administration will use data from CIRCLE and campus common assessments to track data during monthly data PLC meetings and share strategies that will impact student learning. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
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: MATH The percentage of English Prekindergarten 4 students performing at or above grade level in Math as measured by the district proficiency level on the EOY CIRCLE assessment will increase 18 percentage points from 72% in spring 2022 to 90% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 90% of PK-4 English students will demonstrate mastery in the math subtest of Number Discrimination, Shape Discrimination, and Counting Sets on the EOY CIRCLE assessment, on EOY administration of the CIRCLE assessment.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the Three Cheers for Pre-k curriculum during the math whole group instructional block will ensure student mastery of math skills.				
Staff Responsible for Monitoring: Campus administration Teachers				
Action Steps: The teacher will utilize the Three Cheers for Pre-k curriculum to facilitate Daily 5 calendar math activities, math read aloud, and whole-group math block.				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: By May 2023, 90% of PK-4 English students will demonstrate mastery in the math subtest of Rote Counting, Shape Naming, and Number Naming on the EOY administration of the CIRCLE assessment.

Evaluation Data Sources: CIRCLE EOY Data
Campus common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the Guided Math format for small group instruction. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the Guided Math curriculum will ensure student mastery of the skill of operations. **Staff Responsible for Monitoring:** Campus administration Teachers **Action Steps:** Teachers will implement the Guided Math format for small group instruction. Administrators will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: By May 2023 85% of English PK 4 students will demonstrate mastery in math subtest of operations, on EOY administration of the CIRCLE assessment.

Evaluation Data Sources: CIRCLE EOY Data
Campus common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students. **Staff Responsible for Monitoring:** Campus administration Teachers **Action Steps:** Teachers and administration will use data from CIRCLE and campus common assessments to track data during monthly data PLC meetings and share strategies that will impact student learning. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% **No Progress** 100% **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: SCHOOL PROGRESS The percentage of English prekindergarten 4 students performing at or above grade level in letter identification as measured by the district proficiency level on the EOY CIRCLE assessment will increase 10 percentage points from 85% to 95% in Spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 95% of English prekindergarten 4 students will identify 40/52 letters by CIRCLE EOY.

Evaluation Data Sources: CIRCLE EOY Data
Common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students. **Staff Responsible for Monitoring:** TeacherS Campus Administrators Career Pathway Leaders **Action Steps:** Action Steps Teachers and administration will use data from CIRCLE and campus common assessments to track data during monthly data PLC meetings and share strategies that will impact student learning. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Measurable Objective 2: 95% of English prekindergarten 4 students will state 20/52 letter sounds by CIRCLE EOY.

Evaluation Data Sources: CIRCLE EOY Data
Common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the Guided Reading format for small group instruction. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the Guided Reading curriculum will ensure student mastery of the skill of letter sounds. **Staff Responsible for Monitoring:** Teachers Campus Administrators Career Pathway Leaders **Action Steps:** Teachers will implement the Guided Reading format for small group instruction. Administrators will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 3: 98% of Spanish prekindergarten 4 students will successfully identify 40/52 letters.

Evaluation Data Sources: CIRCLE EOY Data
Common Assessment Data

Strategy 1 Details	**Reviews**			
Strategy 1: Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers' effective implementation of the Three Cheers for Pre-k curriculum during the math whole group instructional block will ensure student mastery of math skills.				
Staff Responsible for Monitoring: Teachers Campus Administrators				
Action Steps: The teacher will utilize the Three Cheers for Pre-k curriculum to facilitate Daily 5 calendar math activities, math read aloud, and whole-group math block.				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**				
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: CLOSING THE GAPS   The percentage of ECSE students performing at or above grade level in literacy as measured by the district proficiency level on the EOY CIRCLE assessment will increase 7 percentage points from 27% in spring 2022 to 34% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: By May 2023, 75% of Special Education students will demonstrate mastery of his/her literacy IEP goals.

Evaluation Data Sources: Daily classroom observations
Campus common assessments
 CIRCLE assessments

Strategy 1 Details			Reviews			
Strategy 1: Teachers will facilitate targeted lessons based on students' IEP plans.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Ninety, 90% of Special Education students will demonstrate mastery of individual IEP goals.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher Specialists, Teachers, Special Education Chair						
Action Steps: PLCs will focus on teachers developing strategies to support students' individual needs represented in their IEP. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools						
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Measurable Objective 2: Increase ECSE teacher's participation in district-wide professional development trainings provided by the special education department by 20% by MOY.

Evaluation Data Sources: Professional development certificates

Strategy 1 Details	Reviews			
Strategy 1: Teachers participate in professional development training, to gain effective strategies to utilize in the classroom to impact student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase student's mastery of math and literacy skills represented on their IEP.
    Staff Responsible for Monitoring: ECSE teachers
Campus Administrators
    Action Steps: Special Education professional development calendar
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

0% **No Progress**	100% **Accomplished**	➡️ **Continue/Modify**	❌ **Discontinue**	

Measurable Objective 3: Increase ECSE parent participation in Family Literacy Night events by 10% by EOY.

    Evaluation Data Sources: Family Literacy Night Sign-in Sheets.

Strategy 1 Details	Reviews			
Strategy 1: Conduct monthly virtual family literacy night events to share prekindergarten literacy skills with parents to utilize at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase literacy and math skills of ECSE students in the focus of math and literacy.
    Staff Responsible for Monitoring: ECSE teachers
Campus Administrators
Career Pathway Teachers
    Action Steps: Create monthly family literacy night calendar
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

0% **No Progress**	100% **Accomplished**	➡️ **Continue/Modify**	❌ **Discontinue**	

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: By May 2023, the attendance rate will increase to 90%.

Evaluation Data Sources: Daily attendance report and Monthly A4E attendance report.

Strategy 1 Details	Reviews			

Strategy 1: Administrators and designated staff will meet with parents to discuss the underlying cause of excessive student absences and provide supports as needed to mitigate extenuating circumstances.
   Strategy's Expected Result/Impact: Students build self-regulation skills through the use of commitments
   Staff Responsible for Monitoring: Claudia Martinez-Registrar
   Action Steps: Classroom and campus attendance plan
 	
   Title I:
2.4, 2.5, 2.6, 4.1, 4.2
    - TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Measurable Objective 2: Classrooms will maintain a daily attendance rate to 90% or above for the 2022-2023 school year.

Evaluation Data Sources: Daily attendance report and Monthly A4E attendance report

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers are providing engaging student-centered instruction to spark students curiosity to engage in daily classroom instruction	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student attendance in classroom instruction and increase student math and literacy skills. **Staff Responsible for Monitoring:** Classroom teachers Campus Administrators **Action Steps:** Lesson Plans PLCs **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Measurable Objective 3: Decrease tardies by 5% by MOY.

    Evaluation Data Sources: Data represented in daily campus tardy binder.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Fonwood's tardy binder to track students that have a high rate of tardies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease the number of students reporting to school tardy to increase student's instructional time. **Staff Responsible for Monitoring:** Ms. Bustamante- Front office clerk Ms. Roberson-Front office clerk **Action Steps:** Review tardy binder weekly to track students that have reported to school tardy to invite them to a virtual attendance meeting to discuss chronic tardies. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1: By May 2023, student office referrals will decrease by 5%.

Evaluation Data Sources: End of Year Referrals to Social Worker Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the Conscious Discipline curriculum to establish and practice campus commitments.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students build self-regulation skills through the use of school-wide commitments.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chelsea Scott- Social Worker Campus administrators				
Action Steps: Conduct PLCs with a focus on Conscious Discipline instruction. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Measurable Objective 2: Decrease level one classroom offenses by 5% by MOY.

Evaluation Data Sources: Classroom reflection forms.

Strategy 1 Details	Reviews			
Strategy 1: Teachers effectively utilize classroom Conscious Discipline structures in the classroom to increase self-regulation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student's ability to self-regulate, when they are emotionally triggered. **Staff Responsible for Monitoring:** Ms. Heery- Campus Social Worker Classroom Teachers Campus Administrators **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% **No Progress** 100% **Accomplished** ➡️ **Continue/Modify** ❌ **Discontinue**				

Measurable Objective 3: Decrease level two offenses reported to school social worker by 5% by EOY.

    Evaluation Data Sources: Campus referrals

Strategy 1 Details	Reviews			
Strategy 1: Conduct PLCs with a focus on Conscious Discipline to ensure teachers are equipped with strategies to build student's capacity in Conscious Discipline structures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease level two offenses reported in the classroom. **Staff Responsible for Monitoring:** Ms. Heery- Campus Social Worker Classroom Teachers Campus Administrators **Action Steps:** PLCs with a focus on Conscious Discipline **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% **No Progress** 100% **Accomplished** ➡️ **Continue/Modify** ❌ **Discontinue**				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1: Eighty-five percent (85%) of parents will express confidence in school safety by EOY.

Evaluation Data Sources: Campus Safety Survey/Title I Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers create a positive classroom climate through the use of the Conscious Discipline curriculum.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2022, the percentage of Behavioral Reflection forms will be less then 5%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Chelsea Scott- Social Worker **Action Steps:** Teachers will use the Conscious Discipline curriculum to establish and practice campus commitments. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Measurable Objective 2: Campus Social Worker will conduct a minimum of two classroom visits per classroom, to provide instruction with a focus on building positive relationships by EOY.

Evaluation Data Sources: Social worker schedule using Microsoft Outlook.

Strategy 1 Details	Reviews			
Strategy 1: Campus social worker, provides instruction to students with a focus on building positive relationships	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase positive reaction between classroom students and teachers.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Ms. Heery- Social Worker Classroom Teachers Campus Administrators				
Action Steps: Campus social worker creates a campus schedule for classroom visits.				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Measurable Objective 3: Campus Wraparound Specialist increases community partnerships with social-emotional partners by 10% by MOY.

> **Evaluation Data Sources:** Partnerships reported by campus wraparound specialist in bi-weekly report.

Strategy 1 Details	Reviews			
Strategy 1: Campus wraparound service specialist seeks partnerships with community partners that can provide social-emotional support to students and family seeking outside services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students' ability to utilize social-emotional strategies when faced with emotional triggers.				
Staff Responsible for Monitoring: Ms. Shannon Crow--Wraparound Service Specialist				
Action Steps: Research community partners to provide social-emotional support to parents and students.				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: By May 2023, 90% of ECSE parents will participate in the biannual parent-conference meetings.

Evaluation Data Sources: Parent-Conference meeting sign-in sheets.

Strategy 1 Details	Reviews			
Strategy 1: During parent-teacher conference meetings. classroom teachers will provide parent/guardians information regarding student progress and provide parents with strategies and activities to practice at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in math and literacy skills. **Staff Responsible for Monitoring:** ECSE Teachers SPED Department Chair Campus Administrators **Action Steps:** Invite parents to parent-teacher conference events using Class Dojo. Prepare activities based on student's individual needs. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% 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.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By May 2023, 90% of ELL students will meet district benchmarks on EOY CIRCLE administration.

Evaluation Data Sources: Daily classroom observations, Campus formative assessments, and CLI assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use sheltered instruction and facilitate tiered small group lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2022, 90% of ELL students will meet district benchmarks on EOY CIRCLE administration.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher Specialists, and Teachers				
Action Steps: Conduct PLCs with a focus on sheltered instruction and provide the opportunity for at-bats.				
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: By May 2023, 85% of Economically Disadvantage students will meet district benchmarks on EOY CIRCLE administration.

Evaluation Data Sources: 2022-2023 CIRCLE EOY data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze CIRCLE data to create lesson plans that includes student-centered whole group instruction and individualized tiered small group lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By May 2022, 85% of Economically Disadvantage will meet district benchmarks on EOY CIRCLE administration. **Staff Responsible for Monitoring:** Classroom Teachers Career Pathway Teachers Campus Administrators **Action Steps:** Conduct data digs in PLCs for teachers to share best practices Conduct data digs with campus administrators and teachers to discuss student progress **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: By May 2023, 85% of At-Risk students will meet district benchmarks on EOY CIRCLE administration.

Evaluation Data Sources: CIRCLE EOY 2021-2022 campus data.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analyze CIRCLE data to create lesson plans that includes student-centered whole group instruction and individualized tiered small group lessons.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: By May 2022, 85% of At-Risk students will meet district benchmarks on				

EOY CIRCLE administration.

Staff Responsible for Monitoring: Classroom Teachers
Career Pathway Teachers
Campus Administrators

Action Steps: Conduct data digs in PLCs for teachers to share best practices
Conduct data digs with campus administrators and teachers to discuss student progress

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Ninety percent (90%) of parents will participate in a campus parent and community engagement event by the end of the 2022 - 2023 school year.

Evaluation Data Sources: Monthly Title 1 parent participation reports, family engagement sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Ensure that campus events are shared with parents in advance utilizing the following sites. (Website, social media, school messenger)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Allow parents to table the event dates on their calendars to ensure participation. **Staff Responsible for Monitoring:** Ms. Crow- Wraparound Service Specialist Mrs. Martinez- Campus Registrar Campus Administration **Action Steps:** Create a campus Engagement Calendar that focuses on the community's needs. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2: 90% of students will have a parent/guardian participate in 2 or more virtual family literacy night events by EOY.

Evaluation Data Sources: Family literacy night sign in sheets

Strategy 1 Details	Reviews			

Strategy 1 Details	Reviews			
Strategy 1: Monthly virtual family literacy night events are scheduled to provide parents with prekindergarten literacy and math activities to complete at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in students' math and literacy skills. **Staff Responsible for Monitoring:** Ms. Mitchell- Reading Specialist Ms. Flora Henry Smith- Teacher Specialist Classroom Teachers **Action Steps:** Schedule monthly virtual literacy night activities Send home flyers to make parents aware of the events Create engaging math and literacy activities **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 3: 90% of parents will participate in a parent-teacher conference by EOY.

> **Evaluation Data Sources:** Parent-teacher conference sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Parent-teacher conference meetings will be scheduled after each campus CIRCLE assessment to inform parents of students progress toward mastering prekindergarten skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student mastery of prekindergarten math and literacy skills. **Staff Responsible for Monitoring:** Classroom teachers Campus administration **Action Steps:** Scheduled parent-teacher conference Flyers sent home to parents **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by 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.

Strategy 1 Details			Reviews			
Strategy 1: The campus nurse will run weekly reports to ensure data for all students is entered before October 22, 2021.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse Felicia Ivory						
Action Steps: Run weekly campus reports.						
Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

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, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by 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.

Strategy 1 Details	Reviews			
Strategy 1: Schedule vision screenings to ensure all students are completed before December 10, 2021. Run weekly reports to monitor progress.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Vision screenings are completed before December 10, 2021. **Staff Responsible for Monitoring:** Felicia Ivory- Nurse **Action Steps:** Use Microsoft Outlook calendar to schedule all vision screenings. Run weekly reports to monitor progress. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

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, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by 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.

Strategy 1 Details	Reviews			
Strategy 1: Schedule vision screenings to ensure all students are completed before December 10, 2021. Run weekly reports to monitor progress	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Vision screenings are completed before December 10, 2021. **Staff Responsible for Monitoring:** Felicia Ivory- Nurse **Action Steps:** Use Microsoft Outlook calendar to schedule all vision screenings. Run weekly reports to monitor progress **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

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, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by 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 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
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 2022-2023.

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.

Strategy 1 Details	Reviews			
Strategy 1: Ensure documentation is represented for each student requiring medication administration. The campus nurse ensures that medication is administered based on documentation records.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Medication administration will be completed by a certified nurse for the 2021-2022 school year. **Staff Responsible for Monitoring:** Felicia Ivory- Nurse **Action Steps:** Medical Documentation stored in Nurse office. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

Strategy 1 Details	Reviews			
Strategy 1: Calendar Maintenance checks on Microsoft Outlook calendar.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure AED Monthly maintenance checks is conducted for all AEDs and an annual report is submitted to health and medical services.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Felicia Ivory- Nurse				
Action Steps: Calendar maintenance checks on Microsoft Outlook calendar. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				

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

Board Goal 5: N/A - Additional Campus Goals

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

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

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

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will effectively implement the PA All Day curriculum to deliver phonological awareness instruction during the phonological awareness block.
1	1	2	1	Teachers will differentiate instruction based on the CIRCLE BOY and MOY data to facilitate Guided Reading in small groups daily.
1	1	3	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
2	1	1	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
2	1	3	1	Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students.
3	1	1	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
3	1	2	1	Teachers will implement the Guided Reading format for small group instruction. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
3	1	3	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will effectively implement the PA All Day curriculum to deliver phonological awareness instruction during the phonological awareness block.
1	1	2	1	Teachers will differentiate instruction based on the CIRCLE BOY and MOY data to facilitate Guided Reading in small groups daily.
1	1	3	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
2	1	1	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
2	1	3	1	Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students.
3	1	1	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
3	1	2	1	Teachers will implement the Guided Reading format for small group instruction. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
3	1	3	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers will effectively implement the PA All Day curriculum to deliver phonological awareness instruction during the phonological awareness block.
1	1	2	1	Teachers will differentiate instruction based on the CIRCLE BOY and MOY data to facilitate Guided Reading in small groups daily.
1	1	3	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
2	1	1	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
2	1	3	1	Teachers' effective use of data tracking forms will ensure that teachers create small group and whole group lessons that meet the needs of all students.
3	1	1	1	Teachers will use Fonwood's Data Tracking System with fidelity to track student progress and address student challenges immediately through intervention.
3	1	2	1	Teachers will implement the Guided Reading format for small group instruction. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.
3	1	3	1	Teachers will spiral Pre-K Guidelines during Daily 5, math block, and small group lessons. Campus administration will conduct consistent walkthroughs with formal feedback conferences. Teachers will participate in PLCs with at-bats practice.

State Compensatory

Budget for 470 Fonwood Early Childhood Center

Total SCE Funds: $18,097.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for 470 Fonwood Early Childhood Center

Name	Position	FTE
Aleman Nunez, Melissa	Tchr, Pre-Kindergarten	1
Bingley, Janee	Tchr, Pre-Kindergarten	1
Bryant, Sharon	Tchr, Pre-Kindergarten	1
Nabors, Ashlee	Tchr, Pre-Kindergarten	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

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

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet state standards include these schoolwide reform strategies:

Variance – Presenting the same information in multiple ways for visual, oral, and verbal learners.

Use a variety of media Provide supplemental materials to the lesson plan

Technology accessible to all students

Varied activities: whole group, paired or individual work, small group learning, workstations.

Hold every student to high expectations

Focus on the skills and language of learning Administration of BOY, MOY, and EOY Tiered instruction and differentiated instruction in small groups and workstations

Curriculum aligned to Prekindergarten Guidelines

HISD Curriculum documents

Teachers are the drivers for making decisions regarding assessments and action plans for supporting students. PLC Teams analyze data and review objectives for the coming weeks.

Action plans that are centered around specific learning standards. The action plans include what students need extra support when the support is provided, and who will provide the support. This process is repeated every six weeks. Teachers will also participate in data digs where our instructional specialist and campus administrators review student data. We use the data to determine instructional support.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and establish a well-rounded education for all students include exposure to Fine arts in our Fine Arts literacy lab classroom, Music through our collaboration with Prelude Music Foundation, STEM learning, a computer lab where students engage in Imagine Learning instruction, Science Fun days that include Hands-on learning during core subjects of science, social sciences, literacy, and math Field Experiences. We have ongoing "push in and push out" interventions specifically for individual student's needs with the assistance of paraprofessionals. Interventions are conducted in small groups or one-on-one sessions based on students learning needs and tied to specific learning standards. Students are identified through the data gathered from district and campus common assessments. Students involved in interventions are progress monitored to ensure growth is occurring.

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: math and literacy Proficient Tier 1 explicit instruction taking place in all content areas (whole group instruction) Weekly At Bats Small Group Instruction based on student data Data-driven instruction for tiered learning Workstations aligned to objectives We conduct data analysis and instructional planning in PLCs using the district protocol based on the results of common assessments. Students are able to track their literacy and math data through the use of campus-wide goal-setting forms. The goal-setting forms allow students to take ownership of their learning. Campus administrators conduct data digs with individual teachers about their assessment results and discuss growth and set plans for the next six weeks.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

At the completion of the EOY CIRCLE assessment, we immediately analyze our campus data. We align summer and Pre-Service training with the needs of our students and teachers. The schoolwide plan is reviewed by all stakeholders during SDMC meetings.

Evaluating our schoolwide plan includes: Comprehensive Needs Assessment and Ongoing monitoring of our Schoolwide Plan

We review:

Campus CIRCLE data

Achievement gaps identified (English and Spanish literacy)

Title I funds are used to address priorities outlined in the needs assessment (Literacy with specific concentration on Phonological Awareness) Determining what is working and adjusting strategies and interventions.

Monitoring student data in PLCs

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

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

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Chelsea Heery	Social Worker	Title I	0.60
Gemma Lacanlale	Teacher Specialist	Title I	1.00
Tysean Barnett	Teaching Assistant	Title I	1.00

Plan Notes

The school improvement plan is based on 2021-2022 campus data. Reviewed campus data include the following: 2021-2022 EOY CIRCLE data 2021-2022 attendance data 2021-2022 campus behavior data 2021-2022 common assessment data 2021-2022 campus parent engagement data. The school improvement plan was created in collaboration with campus stakeholders. The Shared Decision Making Committee will monitor the school improvement plan every six weeks to ensure the campus's progress toward meeting the needs of all students.

Addendums

School Name and Campus #:

Fonwood Early Childhood

Center/ 470

Principal Name: Shanedra Burkhalter

Area Office: ESO3

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 ___9-14-21___ 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

10-1-21
Date
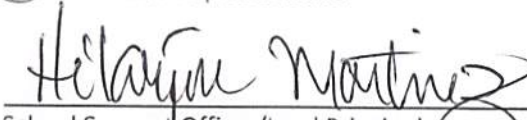
Signatures below indicate review and approval of this document.

_____
PTO/PTA or other Parent Representative

10 / 1 / 2021
Date

_____
SDMC Teacher Representative

10 | 1 | 21
Date

_____
School Support Officer/Lead Principal

10/1/21
Date

_____
Area Office Superintendent

10/1/21
Date

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

_____
Date

2022-2023
Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____   Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment:** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students 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.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those 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. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Rev. 01/20/2022

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

2

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____

2. _____

3. _____

4. _____

A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

B. Indicate how the Parent and Family Engagement Policy was distributed.

C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page….

Rev. 01/20/2022

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

3

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

_____

_____

_____

_____

Continued on next page....

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

4

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - **[General]**	30003397	
Teacher, Intervention (Hourly) All grade levels - **[Math]**	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - **[Reading]**	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – **[Science]**	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
***Teacher, Class-Size, Kinder**	30001366	
***Teacher, Class-Size, K-ESL**	30001376	
***Teacher, Class-Size, K-Bilingual**	30001377	
***Teacher, Class-Size, ESL**	30000553	
***Teacher, Class-Size, Bilingual**	30001374	
***Teacher, Class-Size Reduction [General]** All grade levels	30001705	

Before hiring a CSR teacher, schools must first meet the **State's standards for pupil-teacher ratio (i.e., K–4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the **District's** recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).*

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

5

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate "Yes" or "No" below if your campus's Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

6

2021-2022 Professional Development Trainings
Fonwood ECC

Professional Development Trainings	Target Skills/Strategies	Teacher A&D Rubric Focus/SIP Alignment	Materials needed
Professional Learning Communities (PLC) **Tuesday, August 31st** **Planning with the End in Mind** • Unpacking the Standards/Guidelines **Theme 1: Hello School** • Rigor Readiness Protocol 1. Target Standards 2. Essential Concepts/Skills 3. Possible Misconceptions 4. Best Instructional Practices 5. Checking for Understanding 6. Curriculum Resources	**Teacher Collaboration & Planning** • Alphabet Knowledge • Phonological Awareness • Math	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9 • ELAR • MATH	• Laptop • Teacher Guide – Theme 1 • Pre-K Guidelines • Reflection Journal
Professional Learning Communities (PLC) **Tuesday, September 14th** **Planning with the End in Mind** • Unpacking the Standards/Guidelines **Theme 2: Marvelous Me!** • Rigor Readiness Protocol 1. Target Standards 2. Essential Concepts/Skills 3. Possible Misconceptions 4. Best Instructional Practices 5. Checking for Understanding 6. Curriculum Resources	**Teacher Collaboration & Planning** • Alphabet Knowledge • Phonological Awareness • Math	I-1 PL-3 PR-2 PR-5 PR-9 • ELAR • MATH	• Laptop • Teacher Guide – Theme 2 • Pre-K Guidelines • Reflection Journal
Professional Development Day **Friday, September 17th** • CIRCLE Assessment Protocols - Assessment Calendar - CIRCLE Suggested Schedule - CIRCLE Required Subtest - Data Tracking Forms - Student Data Folders	• Parent Engagement • Print Awareness • Alphabet Knowledge • Phonological Awareness	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9	• Laptop • Pre-K Guidelines • Guided Reading Materials • Reflection Journal

PLC (first two rows)

Professional Development (third row)

			• ELAR • MATH	
PLC	**Professional Learning Communities (PLC)** **Tuesday, September 28th** • ReadyRosie • Morning Message - Purpose - Problems of Practice - Look Fors - Exemplars - Best Instructional Practices • Guided Reading - Purpose and Procedures •	BOY CIRCLE Data will be available **Teacher Collaboration & Planning** • Analyzing BOY Data • Alphabet Knowledge • Phonological Awareness • Math	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9 • ELAR • MATH	• Data Binder • Laptop • Pre-K Guidelines
PLC	**Early Dismissal Training** **Tuesday, October 12th** **Focus: PL - 1** Develops student learning goals **PL - 3** Designs effective lesson plans, units, and assessments **IP - 1** Facilitates organized, student -centered, objective -driven lessons • Rubric Analysis • Look Fors • Exemplars • Strategies and Techniques	**Teacher Collaboration & Planning** • Lesson Planning	I-1 I-2 I-3 I-4 I-6 I-7 I-8 • ELAR • MATH	• Laptop • PK Guidelines • Reflection Journal
PLC	**Professional Learning Communities (PLC)** **Tuesday, October 26th** **Planning with the End in Mind** • Unpacking the Standards/Guidelines **Theme 3: Look Outside** • Rigor Readiness Protocol 1. Target Standards 2. Essential Concepts/Skills 3. Possible Misconceptions 4. Best Instructional Practices 5. Checking for Understanding 6. Curriculum Resources	**Teacher Collaboration & Planning** • Alphabet Knowledge • Phonological Awareness • Math	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9 • ELAR • MATH	• Laptop • Teacher Guide – Theme 3 • Pre-K Guidelines • Reflection Journal

	Professional Development Trainings	Target Skills/Strategies	Teacher A&D Rubric Focus	Materials needed for PLC	
PLC	**Early Dismissal Training Tuesday, November 9th** Workstations - Purpose - Problems of Practice - Look Fors - Exemplars - Best Instructional Practices	**Teacher Collaboration & Planning** • Alphabet Knowledge • Phonological Awareness • Math	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9 • ELAR • MATH	• Laptop • Pre-K Guidelines • Reflection Journal	
PLC	**Professional Learning Communities (PLC) Tuesday, November 30th** **Planning with the End in Mind** • Unpacking the Standards/Guidelines **Theme 4: Taking Care** • Rigor Readiness Protocol 1. Target Standards 2. Essential Concepts/Skills 3. Possible Misconceptions 4. Best Instructional Practices 5. Checking for Understanding 6. Curriculum Resources	**Teacher Collaboration & Planning** • Alphabet Knowledge • Phonological Awareness • Math	PL-3 I-1 I-3 I-4 I-6 I-7 I-8 PR-2 PR-5 PR-9 • ELAR • MATH	• Laptop • Teacher Guide – Theme 4 • Pre-K Guidelines • Reflection Journal	
	Professional Learning Communities (PLC) Tuesday, December 14th **Mid-Year Teacher Check-in** Areas of Reflection • Classroom Culture • Classroom Management • Curriculum and Instruction • Student Progress • Collaboration and Needed Support	**Teacher Collaboration & Sharing**		• Laptop • Data Binder • Reflection Journal	

PLC	**Professional Learning Communities (PLC)**
	Tuesday, January 11th
	
	Planning with the End in Mind
	• Unpacking the Standards/Guidelines
	  Theme 5: Everyday Helpers
	• Rigor Readiness Protocol
	  1. Target Standards
	  2. Essential Concepts/Skills
	  3. Possible Misconceptions
	  4. Checking for Understanding
	  5. Critical Questions/Student Responses
	  6. Curriculum Resources
		
		• Alphabet Knowledge
		• Phonological Awareness Math
			PL-3
			I-1
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-2
			PR-5
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• Teacher Guide – Theme 5
				• Pre-K Guidelines
				• Reflection Journal

PLC	**Early Dismissal Training**
	Tuesday, January 25th
	
	Focus: I-2 Checking for Understanding
	      I-5 Maximizing Instructional Time
	  • Rubric Analysis
	  • Look Fors
	  • Exemplars
	  • Strategies and Techniques
		Teacher Collaboration & Planning
		• Checking for Understanding
		• Time Management
		• Adherence to Daily Schedule
			PL-1
			PL-2
			PL-3
			I-1
			I-2
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-5
			PR-8
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• PK Guidelines
				• Reflection Journal

PLC	**Professional Learning Communities (PLC)**
	Tuesday, February 8th
	
	Planning with the End in Mind
	• Unpacking the Standards/Guidelines
	  Theme 6: From Farm to Table
	• Rigor Readiness Protocol
	  1. Target Standards
	  2. Essential Concepts/Skills
	  3. Possible Misconceptions
	  4. Checking for Understanding
	  5. Critical Questions/Student Responses
	  6. Curriculum Resources
		Teacher Collaboration & Sharing
		• Alphabet Knowledge
		• Phonological Awareness Math
			PL-3
			I-1
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-2
			PR-5
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• Teacher Guide – Theme 6
				• Pre-K Guidelines
				• Reflection Journal
				•

Professional Development	**Professional Development** **Monday, February 21st** **Data Digs Protocol for MOY** • What part of the data catches your attention? • What does your data tell you?	**MOY CIRCLE Data will be available** **Teacher Collaboration & Planning** • Analyzing BOY Data	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6	• Data Binder • Laptop • Pre-K Guidelines

	• What indications of success does your data show? • What are the problems of practice suggested by your data? • What are your key conclusions? • What recommendations does the team have for addressing the problems of practice?	• Alphabet Knowledge • Phonological Awareness • Math	I-7 I-8 PR-5 PR-8 PR-9 • ELAR • MATH	

PLC	**Professional Learning Communities (PLC)**
	Tuesday, March 8th
	
	Planning with the End in Mind
	• Unpacking the Standards/Guidelines
	  Theme 7: On The Go!
	• Rigor Readiness Protocol
	  1. Target Standards
	  2. Essential Concepts/Skills
	  3. Possible Misconceptions
	  4. Checking for Understanding
	  5. Critical Questions/Student Responses
	  6. Curriculum Resources
		==Teacher Collaboration & Planning==
		• Alphabet Knowledge
		• Phonological Awareness
		• Math
			PL-1
			PL-2
			PL-3
			I-1
			I-2
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-5
			PR-8
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• Teacher Guide – Theme 7
				• Pre-K Guidelines
				• Reflection Journal

	Professional Learning Communities (PLC)
	Tuesday, March 22nd
	
	Focus: I-3 Differentiates instruction for student needs by employing a variety of instructional strategies
	  I-4 Engages students in work that develops higher-order thinking skills
	  • Rubric Analysis
	  • Look Fors
	  • Exemplars
	  • Strategies and Techniques
		• Analyzing MOY Data
		• Skill Development for Tier Groups
		• Small Group Planning
			PL-3
			I-1
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-2
			PR-5
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• PK Guidelines
				• Reflection Journal

PLC	**Professional Learning Communities (PLC)**
	Tuesday, April 12th
	
	Planning with the End in Mind
	• Unpacking the Standards/Guidelines
	  Theme 8: Animals All Around
	• Rigor Readiness Protocol
	  1. Target Standards
	  2. Essential Concepts/Skills
	  3. Possible Misconceptions
	  4. Checking for Understanding
	  5. Critical Questions/Student Responses
	  6. Curriculum Resources
		==Teacher Collaboration & Planning==
		• Alphabet Knowledge
		• Phonological Awareness
		Math
			PL-1
			PL-2
			PL-3
			I-1
			I-2
			I-3
			I-4
			I-6
			I-7
			I-8
			PR-5
			PR-8
			PR-9
			
			• ELAR
			• MATH
				• Laptop
				• Teacher Guide – Theme 8
				• Pre-K Guidelines
				• Reflection Journal
				•

Professional Learning Communities (PLC)	Teacher Collaboration & Planning	PL-1 PL-2 PL-3 I-1 I-2 I-3 I-4 I-6 I-7 I-8 PR-5 PR-8 PR-9	• Laptop

Professional Learning Communities (PLC)
Tuesday, April 26th
 	
Planning with the End in Mind
• Unpacking the Standards/Guidelines
  Theme 9: Earth, Moon, and Sky
• Rigor Readiness Protocol
  1. Target Standards
  2. Essential Concepts/Skills
  3. Possible Misconceptions
  4. Checking for Understanding
  5. Critical Questions/Student Responses
  6. Curriculum Resources
	
	• Alphabet Knowledge
	• Phonological Awareness
	  • Math
		PL-1
		PL-2
		PL-3
		I-1
		I-2
		I-3
		I-4
		I-6
		I-7
		I-8
		PR-5
		PR-8
		PR-9
		
		• ELAR
		• MATH
			• Laptop
			• Teacher Guide – Theme 9
			• Pre-K Guidelines
			• Reflection Journal

Professional Learning Communities (PLC) **Tuesday, May 10th** **EOY Teacher Self-Reflection** Areas of Reflection • Student Progress • Instructional Practice Areas of Strength • Instructional Practice Areas of Growth		• ELAR • MATH	• Laptop • Reflection Journal
Professional Learning Communities (PLC) **Tuesday, May 24th** **EOY Close-Out Procedures** • Student Records / Permanent Folders • Inventory Materials and Resources Check • Classroom Check		• ELAR • MATH	• Laptop • Reflection Journal