

Houston Independent School District
218 Pilgrim Academy
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The faculty, staff, parents, and community of Pilgrim Academy are committed to providing a safe, creative, and empowering learning environment.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

Value Statement

Connections- Through meaningful relationship with all stakeholders, we establish trust and confidence in the work that we do and the people who champion our mission.

Kindness- Everyone is entitled to fair and equal treatment. We value and appreciate all of our teachers, staff students, parents, and community members. We will always recognize their humanity and right to be heard. We celebrate our differences and cherish our strengths.

Respect- To each person, we give respect and use this bond to build a community built on the mutual exchange of respect.

Learning-Educators greatness mission is to instill the knowledge and character that will propel young minds into the future and solidify their success.

Perseverance-Through grit and determination, we will overcome all obstacles and challenges.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The teachers and staff of Pilgrim Academy have a diverse collection of backgrounds and experiences. Pilgrim staff is approximately 58% Hispanic, 21% White, 12% Black, and 8% Asian. Our teachers have over 450 years of combined experience, with 10% possessing a Graduate's Degree. Of the sixty-five plus teachers on campus, we are pleased to welcome seven first-year teachers.

During the 2020-2021 school year, Pilgrim Academy's student body totaled 1128 students. Our demographics are changing as we become a more diverse campus. We had 1037 Hispanic students (91%), 77 Black or African American students (7%), and 24 Caucasian students (2%). Asian, American Indian, Pacific Islander, and Two-plus race Students totaled 11 students, about 1%.

For our Special Populations, we have 86 special education students (7.62%), 642 bilingual students (60%), 237 ESL students (21%), 885 LEP students (78%), 1,099 economically disadvantaged students (97.4%), 101 Gifted and Talented students (9%), 18 504 students (1.6%) 15 dyslexia students (1.3), and 4 migrant students (0.3%).

Many of our children are new to the country or are first-generation Americans. We have students, teachers, and staff from over 35 countries around the globe. The school prides itself on being a safe and inviting environment for all learners.

Demographics Strengths

One of the benefits of having a diverse school staff is that we greatly reflect the community in which we reside. We regularly engage with various stakeholders in their language of comfort. English is the second language for a sizable portion of our teachers. This trait guides them to be more empathetic with our English Learners because they have a similar experience. It also helps them evaluate what works when teaching curriculum to ELs.

A benefit of the demographics in our student population is that it allows us to differentiate our teaching strategies and perfect the practices that help us reach all of our learners.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Our students have had difficulty in learning new material in English. **Root Cause:** Our students do not receive enough practice using English.

Problem of Practice 2 (Prioritized): Our newest teachers have not yet experienced a full year of non-pandemic teaching. **Root Cause:** The COVID-19 pandemic changed the teaching landscape on campus and prohibited teachers from having a more traditional school year.

Student Learning

Student Learning Summary

The 2020-2021 school year presented our students with both challenges and triumphs. A year of learning virtually in a pandemic was not ideal for student progress. Through it all, our students still gained valuable experience working with technology and engaging in remote sessions. Pilgrim Academy will continue to address gaps created by missed instruction and work with parents and families to recover from a year with COVID-19.

Student Achievement: As a campus, we saw drops in performance on STAAR assessments compared to our 2019 scores. These lower performances were not unexpected. Many of our students had not actively used technology regularly in their courses before now.

Reading approaches for students tested was 54%, meets were 26%, masters was 10%. The percentage of students who did not approach for reading was 46%. The participation rate for this test was 96%.

Math approaches for students tested were 52%, meets were 22%, masters was 9%. The percentage of students who did not approach for math was 48%. The participation rate for this test was 94%.

Writing approaches for students tested was 39%, meets were 13%, masters was 3%. The percentage of students who did not approach for writing was 61%. The participation rate for this test was 92%.

Science approaches for students tested were 64%, meets were 29%, masters was 15%. The percentage of students who did not approach for science was 36%. The participation rate for this test was 94%.

Social Studies approaches for students tested was 42%, meets were 11%, masters was 2%. The percentage of students who did not approach for social studies was 58%. The participation rate for this test was 93%.

Student Performance: There was no student performance domain assessed for the 2020-2021 school year. Our participation rate overall for 2021 was 95%. In comparison, our 2019 participation percentage was 100%. This information shows that our campus is excellent at communicating the importance of the STAAR exams and following up with late or absent students. Our economically disadvantaged student percentage is 97.4%. Our relative performance indicator is 28.

Closing the Gaps: Pilgrim Academy did not make positive gains towards closing the gaps during this past school year. Remote learning during the pandemic did not give us the needed teaching environment to be as impacting as we have been in previous years. The Reading and Math areas that we did not meet were with African Americans, Hispanics, Whites, Economically Disadvantaged, English Learners, SPED, Continuously Enrolled, and Non-Continuously enrolled students.

TELPAS- Pilgrim Academy did meet the target towards our progress rate for TELPAS (36 target score/53 actual).

Student Learning Strengths

In the data, we can see that our English Learners are growing towards English Language proficiency. The progress rate for our campus was 53% which well exceeded our target score of 36%. The data also shows that our school families are committed to the importance of the STAAR tests. With 95% participation, we had very few students opting out of tests.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): STAAR Scores did not meet our traditional benchmarks that have made us an exemplary school. ***Root Cause:*** COVID-19 was a barrier to students returning to face-to-face instruction. It denied many of our students the proper learning environment to meet their educational needs.

Problem of Practice 2: No Closing-the-Gaps Goals were met. ***Root Cause:*** Students in the various groups did not receive constant, structured instruction that has been the cornerstone of Pilgrim Academy's success. COVID-19 quarantines and Weather Days cause frequent interruptions in teaching.

Problem of Practice 3 (Prioritized): Students did not receive constant instruction in online classes. ***Root Cause:*** Students enrolled in online instruction were more likely to be absent than in-person students. The reason for the absences are varied but include; lack of technology, unfamiliarity with accessing programs, loss of internet, and others.

School Processes & Programs

School Processes & Programs Summary

- **Personnel- Policy and Procedures: Recruitment** Teachers are recruited through multiple sources. Many are Student teachers that have successfully attained their degree and teaching certifications while working at Pilgrim Academy. Some are recruited through recommendations from school and district personnel. Some teachers have been scouted through district hiring events. **Selection** Teachers are interviewed by the Principal, assistant principals, and teacher colleagues through an interview process and classroom mock lesson. both the interview and mock lesson were conducted online this past year due to COVID-19 restrictions. **Assigning** Teachers are given classroom assignments based on their teaching certificate, experience, and content knowledge. Comfort level and classroom availability are also considered. **Inducting** New teachers are paired with a mentor teacher for two years and participate in new teacher training and initiatives from the district. Pilgrim Academy will also hold separate new teacher meetings and training to ensure they are acclimated to the school culture. **Retention** Teachers on campus are given opportunities for leadership and development on campus. Teachers are also treated to community sponsored appreciation events. Teachers are encouraged to grow and seek out their best placement on campus. Campus administration is supportive of teacher initiatives and celebrations.
- **Professional Practices: Development of instructional leaders:** Teachers are given opportunities to train vertically in specific content areas. Same subject PLCs focus on training teachers to recognize how the content develops over the years.
- **Programs and Opportunities for Students:** Each year, our dedicated staff provides various engaging programs through our Enrichment afternoons. Classes include art, choir, math club, science club, soccer, cooking, and inter-mural sports. We offer UIL orchestra for our Middle School students. College and Career Readiness is assisted by our Project Explore managers in both elementary and middle school. We also have Ascending to Men on our campus as a mentoring program for our young male scholars. Academically we have lots of opportunities for students to catch up to their peers or sharpen their skills. Tutorials and Saturday school begin in late Fall until late May.

School Processes & Programs Strengths

Our school programs grant our students the opportunities to explore their interests in the arts and engage in character-building activities.

The tutorials and extra-learning opportunities have helped bolster student achievement in their classroom averages.

Teachers are given the resources to grow and develop into campus teacher leaders and are supported in exploring higher education and administration goals.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: The school was forced to reduce enrichment opportunities during the 2020-2021 school year. **Root Cause:** The COVID-19 pandemic did not allow us to offer all intended enrichment opportunities and after school activities due safety restrictions.

Problem of Practice 2: Teachers left the school or field of education entirely. **Root Cause:** The past year placed a large strain on our staff and many of them opted for retirement or moving out of the classroom.

Perceptions

Perceptions Summary

- **Student Engagement:** The students on our campus have multiple points for engagement. Pilgrim has Ascending to Men on our campus, and the program has inspired many of our young males to strive for academic achievement and excellent citizenship. Pilgrim is also partnered with The Jones Day Law Firm to bring our students' Pathways to Law class. Through this program, students are mentored by various business professionals and participate in mock trials and debates.
- **Staff Engagement:** Staff turnover was high over the COVID-19 year. A majority of teachers who left Pilgrim were retirees. The staff culture is positive due to the various campus events designed to foster camaraderie between all teachers and staff. Examples would be the school's Halloween Costume Contest, Chili Cook-Off, and Holiday Party.
- **Parent/Guardian/Community Engagement:** • Pilgrim measures Parent/guardian/community participation rates by attendance at our in-person and virtual events. Sign-in sheets are used for in-person, and Online attendance is taken in the meeting chat. The school gathers feedback and suggestions from various stakeholders through our SDMC quarterly meetings. However, members may request a meeting of the SDMC for any reason that requires the group's attention. Pilgrim has tremendous support from our community partners. Pilgrim is frequently a hub for different Houston agencies to work with our families to benefit students' lives. The only barriers might be transportation for parents to areas far from the school for sports meet-ups or district meetings.

The campus culture is built upon three tenants: connections, kindness, and respect. Pilgrim's connections to its families are multi-generational. Pilgrim will see every family member enroll in our school, and then their children will come as well. Pilgrim welcomes each new child into families and celebrates graduations, both high school and college, with them. The staff has been invited to weddings, quinceaneras, and sadly, funerals. This is because our kindness and care stretch far beyond the classrooms. These connections also run throughout the school. The school is a family, and we look out for one another. The campus has had teachers leave Pilgrim, only to return stating that they realized how much this school family is a strong foundation in their lives.

Kindness is king at Pilgrim Academy, and the school does its best to let everyone connected know it. Pilgrim cares for our community by giving them its best. The Leadership selects dedicated, highly effective teachers that understand that children learn best from those that show they genuinely care. Teachers provide educational support to our students through tutorials, Saturday school, pullouts, and intervention blocks. Pilgrim also provides non-educational supports through our wraparound program. Through that program, Pilgrim has given families and staff: clothing, food, rent assistance, utility assistance, and other needs.

Lastly, respect is something Pilgrim Academy freely gives to all our stakeholders. The school leadership respects the hard work and dedication of all the teachers and staff. It is because of their fierce determination to the students that Pilgrim has been so successful. Pilgrim acknowledges its brightest teachers with Teacher of the Year awards, along with our various teacher appreciation events throughout the year. For the students, Pilgrim Academy ensures that they are given the respect and support they require to be successful. This respectfulness is a large part of why the school's behavior incidents are low. Pilgrim also has had its first student come back as a student teacher. This solidifies the importance of respect at our campus.

Perceptions Strengths

Pilgrim has always had a dedicated staff that gives their all to ensure student success. The school has recently enjoyed a partnership with The University of Houston to take twenty student teachers. Over the past three years of this partnership, Pilgrim has hired several stand-out teachers and increased the overall campus atmosphere towards college success. Students watch every year as their student teachers walk across the stage at commencement. We have had Principal Castillo on our campus for over sixteen years, and she is the cornerstone of our school culture. The staff shares her vision of caring and compassion for our students and families, and it has given us a multitude of proud moments.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: This past year, Pilgrim had a large number of teachers leave the profession. **Root Cause:** COVID-19 took its toll on our teachers and some that were eligible for retirement took the opportunity to leave the profession for their personal safety.

Problem of Practice 2: Pilgrim was not able to host events during the 2020-2021 school year. **Root Cause:** Due to safety restrictions, community members would not be allowed on campus in large groups.

Priority Problems of Practice

Problem of Practice 1: Our students have had difficulty in learning new material in English.

Root Cause 1: Our students do not receive enough practice using English.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Our newest teachers have not yet experienced a full year of non-pandemic teaching.

Root Cause 2: The COVID-19 pandemic changed the teaching landscape on campus and prohibited teachers from having a more traditional school year.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: STAAR Scores did not meet our traditional benchmarks that have made us an exemplary school.

Root Cause 3: COVID-19 was a barrier to students returning to face-to-face instruction. It denied many of our students the proper learning environment to meet their educational needs.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: Students did not receive constant instruction in online classes.

Root Cause 4: Students enrolled in online instruction were more likely to be absent than in-person students. The reason for the absences are varied but include; lack of technology, unfamiliarity with accessing programs, loss of internet, and others.

Problem of Practice 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- 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
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: ELAR The percentage of students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 6 percentage points from 26% in spring 2021 to 32% in spring 2022

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 60% of Students performing at Urgent Intervention (Tier 3) on ELAR Ren360 BOY data will move into a higher benchmark by Ren360 EOY.

Evaluation Data Sources: Ren360 Data

HB3 Board Goal

Strategy 1: Teachers will use Ren360 data to identify students in Tier 3 status and schedule tutorials.

Strategy's Expected Result/Impact: The students will be able to retain more information taught during daily instruction through focused and engaging tutorials.

Staff Responsible for Monitoring: Classroom Teachers, School Administrations.

Action Steps: Teachers will review how to pull the Ren360 data used for identifying Tiers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 75% of Students in grades first through eighth will score At/Near Mastery for District Snapshots and DLAs for ELAR.

Evaluation Data Sources: District Assessment Reports in Ontrack.

HB3 Board Goal





Strategy 1: Non-ELAR Teachers will solicit ELAR strategies from Teachers and Teacher Specialists.

Strategy's Expected Result/Impact: Non-ELAR teachers will be better equipped to incorporate ELAR strategies in their lessons

Staff Responsible for Monitoring: Non-ELAR Teachers, Teacher Specialists

Action Steps: Create like planning time for teachers to collaborate.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: The percentage of students in first and second grade earning a non-passing score on High Frequency Word examinations will decrease to below 5% by EOY. Evaluation Data Sources: High Frequency Word Evaluation HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Strategy 1: Students will receive online and in-person, one-on-one word study to help them recognize the words.

Strategy's Expected Result/Impact: The students will be able to identify HFWs easily

Staff Responsible for Monitoring: Classroom teachers

Action Steps: Recruit Volunteers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Goal 1: The percentage of students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 22% in spring 2021 to 30% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: 60% of Students performing at Urgent Intervention (Tier 3) on Math Ren360 BOY data will move into a higher benchmark by Ren360 EOY. Evaluation Data Sources: Ren360 Reports HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June

Strategy 1: All Students will participate in Math interventions, using ImagineMath, for at least 20 minutes per day.

Strategy's Expected Result/Impact: With the added Math intervention, Student will have better mastery with Math TEKS.

Staff Responsible for Monitoring: Administration, Classroom Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details		Reviews			
Measurable Objective 2: 75% of Students in grades first through eighth will score At/Near Mastery for District Snapshots and DLAs for Math. Evaluation Data Sources: OnTrack reports HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June

Strategy 1: Teachers will use Ren360 data to identify students in Tier 3 status and schedule tutorials.

Strategy's Expected Result/Impact: The students will be able to retain more information taught during daily instruction through focused and engaging tutorials.

Staff Responsible for Monitoring: Classroom Teachers, School Administrations.

Action Steps: Administration, Classroom Teacher

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: 90% of Students in lower elementary classrooms will earn passing student averages by end of school year. Evaluation Data Sources: School Report Cards and Progress Reports.		Formative			Summative
		Nov	Jan	Mar	June

HB3 Board Goal					
<div> <div>0%</div> <div>No Progress</div> </div>		<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>→</div> <div>Continue/Modify</div> </div>	<div> <div>✗</div> <div>Discontinue</div> </div>	

Strategy 1: Students in Elementary classrooms will engage in Math stations and rotate between centers to strengthen their understanding of math concepts.

Strategy's Expected Result/Impact: Stations will be a well-prepared and rigorous addition to classroom learning and increase math fundamental knowledge.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

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

Goal 1: Pilgrim Academy Faculty and staff will promote CCMR through school culture and events throughout the school year.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Students will be more knowledgeable about different colleges around the country due to Pilgrim Academy's Fall College Decoration Contest. Evaluation Data Sources: Fall College Decoration Submissions	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: The Fall College Decoration Contest will take place from September 24th through October 8th. Teachers will be judged on the last day.

Strategy's Expected Result/Impact: Students will see information about colleges such as location, programs offered and financial information.

Staff Responsible for Monitoring: Teachers and School Administrations

Action Steps: Create Digital Flyers and collect prizes.

TEA Priorities: Connect high school to career and college

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Middle School and Fifth grade students will be more knowledgeable about CCMR options through engagement with Project Explore Managers. Evaluation Data Sources: Project Explore projects and student testimony.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Schedule Project explore into the school schedule for assigned grade levels.

Strategy's Expected Result/Impact: Students will work closely with their school managers and learn about CCMR options by doing research on schools and careers.

Staff Responsible for Monitoring: Project Explore Managers, School Counselor, School Teacher Specialists

Action Steps: Create Rosters for Project explore classes.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will be exposed to various college choices and experience strong alumni pride through our college t-shirt Fridays. Evaluation Data Sources: School Social Media Posts and bulletins.	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: The school will announce college t-shirt days during morning announcements and in school newsletters.

Strategy's Expected Result/Impact: Students will wear and see various college shirts and embrace the collegiate pride expressed by the wearers.

Staff Responsible for Monitoring: All-school staff

Action Steps: School will solicit college t-shirt donations from school alumni.

TEA Priorities: Connect high school to career and college

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

Goal 1: 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 assessments will increase 6 percentage points from 2% in spring 2021 to 8% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 60% of Students receiving special education services in a general education classroom will move from Urgent Intervention to a higher benchmark by Ren360 EOY Evaluation Data Sources: Ren360 Reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All Students receiving special education services in a general education classroom will complete at least ninety minutes of reading intervention each week.

Strategy's Expected Result/Impact: Students will be able to participate in the intervention programs.

Staff Responsible for Monitoring: Campus Technology Specialist, Classroom Teacher

Action Steps: Verify with IEP and student what technology is appropriate for the student.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math





Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% Students receiving special education services in an SLC setting will earn passing averages in Reading and Language Arts. Evaluation Data Sources: School Report Cards and Progress reports HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: SLC teacher and aides will facilitate usage of Unique during the reading block for each student.

Strategy's Expected Result/Impact: Students will utilize the program to identify words and symbols.

Staff Responsible for Monitoring: SLC teachers and Aides, Campus Special Education Coordinator

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 60% of Students receiving special education services that take district benchmark reading assessments will have a passing score by MOY. Evaluation Data Sources: 60% of Students receiving special education services that take district benchmark reading assessments will have a passing score by MOY. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: 100% Students receiving special education services will have access to reading tutorials regardless of placement.

Strategy's Expected Result/Impact: Students who are in needs of tutorials to meet benchmark thresholds will be invited to attend.

Staff Responsible for Monitoring: Classroom Teachers, Teacher Specialists, Special Education coordinator.

Action Steps: Classroom Teachers, Teacher Specialists, Special Education coordinator.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: The attendance percentage of the entire school will increase from our 95% to 97% over the 2021-2022 school year as shown in PowerSchool.

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 1: The percentage of teachers accurately recording attendance in PowerSchool will be 100%. Evaluation Data Sources: PowerSchool Attendance Reports				

Strategy 1: Teachers will receive a daily reminder of ADA attendance time over the school PA.

Strategy's Expected Result/Impact: Teachers will log absences correctly and on time.

Staff Responsible for Monitoring: Administration

Action Steps: Assign administrator to do announcement.

Strategy 2: Teachers will be encouraged to set a personal alarm to remind them of ADA time.

Strategy's Expected Result/Impact: Teachers will be on time to record daily attendance

Staff Responsible for Monitoring: SIRS, Attendance Committee

Action Steps: Make flyers for the reminder. Put in the weekly agenda.





Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2: 100% of students reaching a minimum of three absences during a three-week period will be targeted for attendance support. Evaluation Data Sources: Attendance Committee Documentation, Classroom Teacher Documentation				

Strategy 1: Teachers will send notices to Attendance committee members when a students reaches their third absence in a span of three weeks.

Strategy's Expected Result/Impact: Attendance committee will establish a list of action steps to communicate with the student's family.

Staff Responsible for Monitoring: Attendance Committee, Classroom Teachers

Action Steps: Attendance committee meets monthly to review processes for family support.

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: 90% of students with absences greater than ten, will receive a parent conference/home visit from the attendance committee. Evaluation Data Sources: Meeting documentation from Attendance Committee and Classroom Teachers		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Strategy 1: Teachers will document any attempts made to contact parents by phone or at school, then submit the documentation to the attendance committee.

Strategy's Expected Result/Impact: Attendance committee will make contact with parents regarding excessive absences.

Staff Responsible for Monitoring: Attendance Committee, Classroom Teachers

Action Steps: Attendance Committee will communicate expectation to teachers regarding their documentation of contact attempts with parents

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: The number of Out-of-School Suspensions (OSS) will remain below fifteen for the entire school during the 2021-2022 school year.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Discipline Referrals for students being sent to the office for low-level offences will reduce to less than five per week. Evaluation Data Sources: Discipline Referral forms	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize effective class management strategies learned in PD training.

Strategy's Expected Result/Impact: Teachers will prevent student misbehavior.

Staff Responsible for Monitoring: Classroom Teacher, School Administration

Action Steps: Classroom expectations in highly visible areas.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% teachers will utilize ClassDojo to display visible reward systems to promote exemplary behavior. Evaluation Data Sources: ClassDojo Records	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will attend campus professional development that demonstrates how to use ClassDojo's reward systems effectively.

Strategy's Expected Result/Impact: Students will self monitor their behavior in order to earn points.

Staff Responsible for Monitoring: Classroom Teachers, Teacher Specialists

Action Steps: Grade level PLCs will discuss possible reward options for classes and student who attain the most points in the reward system.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of students will have a signed Code of Conduct acknowledgement form in their records. Evaluation Data Sources: Campus Records Documentation	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0% No Progress</div></div><div><div><div></div></div><div>100% Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Strategy 1: Classroom Teachers will send reminders to parents about any missing documents and provide duplicates to parents upon request.

Strategy's Expected Result/Impact: Students will be held accountable for all expectations outlined in the School Code of Conduct (COC).

Staff Responsible for Monitoring: Classroom Teachers

Action Steps: collect and account for all COC forms.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: All students will have logged participation in Social Emotional Learning lessons that focus on conflict resolution strategies

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 90% of Students will receive biweekly SEL lessons curated by the school counselor and delivered by classroom teachers.

Evaluation Data Sources: Differentiated Lesson plans provided by the school counselor.

Strategy 1: Middle School and Fifth grade teachers will facilitate classes during their homeroom periods every other Friday. Lower Elementary Teachers will facilitate classes every other Friday after lunch time.

Strategy's Expected Result/Impact: The school will have a designated time for students to be engaged in SEL lessons.

Staff Responsible for Monitoring: School Teacher Specialists, School Counselor, Campus SEL teacher

Action Steps: School Counselor will need to work with teachers and campus SEL teacher to prepare the lessons including needed copies and technology downloads

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 100% of Students targeted for focused SEL support will have a meeting with the school Counselor.

Evaluation Data Sources: Counselor Visitation documentation

Strategy 1: Teachers will contact the school counselor should they learn that a student is in need of short-term counseling services.

Strategy's Expected Result/Impact: Students will be able to connect with the school counselor and learn valuable coping mechanisms for stress and anxiety.

Staff Responsible for Monitoring: School Counselor

Action Steps: School Counselor will send referral forms to teachers.

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 3: School Administration will have Less than 10% of office referrals for conflict related incidents.

Evaluation Data Sources: Submitted referrals



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: SEL lesson products will be displayed in main hallway and in classrooms.

Strategy's Expected Result/Impact: Students will be reminded in conflict-resolution strategies.

Staff Responsible for Monitoring: Classroom Teachers, School Counselor, SEL Teacher

Action Steps: Post students work from lessons in highly visible areas.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: The percentage of students receiving special education services performing at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Math assessments will increase 6 percentage points from 5% in spring 2021 to 11% in spring 2022.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: All Students receiving special education services in a general education classroom will complete at least sixty minutes of math intervention each week.

Evaluation Data Sources: Imagine Math participation reports.

HB3 Board Goal

Strategy 1: Teachers will ensure that Students receiving special education services in a general education classroom have access to appropriate technology to complete their intervention.

Strategy's Expected Result/Impact: Students will be able to participate in the intervention programs.

Staff Responsible for Monitoring: Campus Technology Manager, Classroom Teachers

Action Steps: Verify with IEP and student what technology is appropriate for the student.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: All Students receiving special education services in an SLC setting will complete at least 90 minutes of math support through online programs such as Teach Town weekly.

Evaluation Data Sources: Online participation logs for the chosen programs.





HB3 Board Goal

Strategy 1: SLC teacher and aides will facilitate usage of selected online program during the math block for each student.

Strategy's Expected Result/Impact: Students will utilize the program to engage in mathematics-based lessons and games to enhance number recognition and skills per IEP requirements.

Staff Responsible for Monitoring: SLC Teacher, Aides, and Campus SPED Coordinator.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: 60% of Students receiving special education services that take district benchmark math assessments will have a passing score by MOY. Evaluation Data Sources: 60% of Students receiving special education services that take district benchmark reading assessments will have a passing score by MOY. HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Strategy 1: 100% Students receiving special education services will have access to math tutorials regardless of placement.

Strategy's Expected Result/Impact: Students who are in needs of tutorials to meet benchmark thresholds will be invited to attend.

Staff Responsible for Monitoring: Classroom Teachers, Teacher Specialists, Special Education coordinator.

Action Steps: Classroom Teachers, Teacher Specialists, Special Education coordinator.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: The percentage of EL students performing at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading assessments will increase 7 percentage points from 22% in spring 2021 to 29% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 80% Tie of 2 and 3 EL students in grades 3-8 will attend tutorials for reading at least twice weekly.

Evaluation Data Sources: Tutorial rosters.

Strategy 1: Teachers will need to assign students a time for tutorials that allows them to be seen twice a week.

Strategy's Expected Result/Impact: Students will not be absent for necessary tutorials.

Staff Responsible for Monitoring: Classroom Teachers

Action Steps: create a schedule of teacher's availability and plug-in students where they can be placed.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 50% of Tier 2 and 3 EL students in grades 3-8 will attend Saturday school sessions and other Enrichment Opportunities such as Academic Boot Camps (ABC).

Evaluation Data Sources: Saturday School/ ABC attendance rosters

Strategy 1: Teachers will enroll students in our Saturday school sessions and Academic Enrichment sessions

Strategy's Expected Result/Impact: Saturday school will increase students' potential to comprehend course lessons.

Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals.

Action Steps: Teachers will need to routinely adjust rosters as students change tiers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 3: 90% of EL students in grades K-2 will access ImagineLanguage to help boost their English Language Acquisition.

Evaluation Data Sources: ImagineLearning participation logs.

HB3 Board Goal					
<div> <div>0%</div> <div>No Progress</div> </div>		<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>→</div> <div>Continue/Modify</div> </div>	<div> <div>✗</div> <div>Discontinue</div> </div>	

Strategy 1: Teachers in Grades K-2 will schedule time for ImagineLanguage to be used by students each week.

Strategy's Expected Result/Impact: Students will use the program to become better with using and understanding English.

Staff Responsible for Monitoring: LEP Coordinator and Assistants, Classroom Teacher

Action Steps: LEP coordinator will distribute rosters of ELs to teachers.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Pilgrim Academy will see an increase attendance during online events for parents through effective planning and communication through school channels.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will invite parents to participate on ClassDojo through parents email or numbers.

Strategy's Expected Result/Impact: Parents will receive meeting and event notifications on ClassDojo.

Staff Responsible for Monitoring: Classroom Teachers, Mr. Gonzales

Action Steps: Reach out to parent who have not yet connected online.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Campus Technology Specialist will change the school marque to inform parents when there is a new event

Strategy's Expected Result/Impact: Parents will read the Marque and know about the upcoming events.

Staff Responsible for Monitoring: Campus Technology Specialist

Action Steps: None

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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

Strategy 1: Parents will be asked to check-in to all online events by utilizing the meeting chat feature.

Strategy's Expected Result/Impact: School Staff will be able to accurately count parents in the meeting.

Staff Responsible for Monitoring: Meeting/Event Chairperson

Action Steps: Ensure parents have their Teams access on computers or phones.

Title I Schoolwide Elements: 3.1, 3.2

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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: 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: Nurse and School Enrollment Team will work together to verify immunization records are submitted to the school at enrollment.

Strategy's Expected Result/Impact: New students will have all current immunizations.

Staff Responsible for Monitoring: School Nurse, Enrollment Team

Action Steps: None

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: 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: School Leadership will work with the school nurse to schedule schoolwide vision screenings for targeted grade levels.

Strategy's Expected Result/Impact: Teachers will be aware and inform parents of their scheduled screening dates.

Staff Responsible for Monitoring: School Administration, School Nurse

Action Steps: Place vision screening schedule on school calendar.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: School Leadership will work with the school nurse to schedule schoolwide hearing screenings for targeted grade levels.

Strategy's Expected Result/Impact: Teachers will be aware and inform parents of their scheduled screening dates.

Staff Responsible for Monitoring: School Administration, School Nurse

Action Steps: Place hearing screenings schedule on school calendar

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: School Leadership will work with the school nurse to schedule schoolwide Type 2 Diabetes screenings for targeted grade levels.

Strategy's Expected Result/Impact: Teachers will be aware and inform parents of their scheduled screening dates.

Staff Responsible for Monitoring: School Administration, School Nurse

Action Steps: Place type 2 diabetes screenings schedule on school calendar

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by 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.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: School Leadership will work with the school nurse to schedule schoolwide spinal screenings for targeted grade levels.

Strategy's Expected Result/Impact: Teachers will be aware and inform parents of their scheduled screening dates.

Staff Responsible for Monitoring: School Administration, School Nurse

Action Steps: Place spinal screenings schedule on school calendar

Measurable Objective 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1: The school nurse and nurse aide will ensure that all students have proper medication documentation for all medications taken during school hours.

Strategy's Expected Result/Impact: This will ensure that no medicine-related health issues arise from failure to take medicine at school.

Staff Responsible for Monitoring: Elizabeth Perez, School Nurse and nurses Assistance

Measurable Objective 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

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

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Elizabeth Perez
Number of AEDs on campus: 3

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

Strategy 1: School Nurse will create schedule for the AED Maintenance checks and submit the report to Health and Medical Services.

Strategy's Expected Result/Impact: The required maintenance will take place without error.

Staff Responsible for Monitoring: School Nurse

Action Steps: Place all maintenance needed on calendars for the school office.

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: Pilgrim Academy will see increased usage of Texas Children's' Mobile Clinic as evidenced by student sign-outs for appointments.

Evaluation Data Sources: Attendance recorded on Sign-out sheets.

Strategy 1: The mobile clinics times and dates will be listed in the school newsletter.

Strategy's Expected Result/Impact: Parents will schedule their appointments based on the mobile unit's schedule.

Staff Responsible for Monitoring: School Nurse

Action Steps: Submit Schedule to newsletter preparer, Ms. Resendez

Title I Schoolwide Elements: 2.6

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: 100% of students attending Physical Education classes will be educated about childhood obesity and how to prevent its onset.

Evaluation Data Sources: Physical Education Lesson Plans

Strategy 1: Physical Education teachers will incorporate the topic of obesity into their health lesson plans.

Strategy's Expected Result/Impact: Students will identify obesity causes and prevention strategies.

Staff Responsible for Monitoring: Physical Education Teachers

Action Steps: Access district planning guides for health.

Measurable Objective 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 3: Community sponsored Health Fair will have high student family attendance based upon attendee sign-in.

Evaluation Data Sources: Community Health Fair sign-in sheets

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

Strategy 1: Community Health fair will have school personnel staffing the sign-in tables to visually account for Pilgrim Families in attendance.

Strategy's Expected Result/Impact: Pilgrim Academy families will be attendance for Community Health fair and receive information about family well-being

Staff Responsible for Monitoring: School Nurse, Wraparound Resource Specialist

Action Steps: Nurse will connect with community partner, Unity of Houston

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 218 Pilgrim Academy

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991010004	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$194,205.04
1991010004	6113 Subs and Staff Development	\$4,000.00
1991010004	6121 Extra Duty Pay/Overtime - Support Personnel	\$2,000.00
1991010004	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$1,013.00
6100 Subtotal:		\$201,218.04
6300 Supplies and Services		
1991010004	6399 General Supplies	\$48,974.00
6300 Subtotal:		\$48,974.00

Personnel for 218 Pilgrim Academy

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davies, Thomas Matthew	21104639	State Compensatory	1.00
Faron, Logan Wade	20065965	State Compensatory	1.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Shared decision Making Committee along with grade level PLCs, input from community members that serve in volunteer aspects on campus, and parent consultations.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Parent consultants meet with school leadership to discuss school concerns and share input on school culture.
- Teacher PLCs were contacted over the summer to assess schoolwide data and give input on ELAR and Math goals.
- Community Leaders were contacted to review SIP and gives suggestions and state their ideas on what should be added or removed.
- Students were surveyed on school culture and their perception of school staff and leadership

2.2: Regular monitoring and revision

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

- Teacher Classroom walk-throughs
- PLC meeting agendas and meeting notes
- Benchmark assessments
- Tutorial Attendance Rosters

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

The SIP is available to parents in the following locations: School Website

The SIP was made available to parents by: September 21st, 2021

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:

- School-wide Intervention Block
- Small group instruction
- Reteach of difficult TEKS built into planning
- Technology support for students utilizing online extension programs
- Do-Nows and Exit tickets
- Unit Assessments used as planning guides.

2.5: Increased learning time and well-rounded education

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

- Schoolwide intervention blocks
- Tutorials
- In-classroom tutoring
- Tutoring Pullouts
- Saturday School
- Academic Boot Camps
- Small group instruction

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 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Martha Mireles, Evelyn Rodriguez, Olga Cruz, Mayra Verdin
- Admin - Juliana Missas, Paul Gonzales

The PFE was distributed

- On the campus website
- In print to each student

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Offer virtual events to ensure partner safety
- Record online meeting for later viewing
- Offer multiple dates for parent meetings

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 20th, 2021 at 10:00 AM
- Meeting #1 Alternate - September 21st, 2021 at 5:00 PM
- Meeting #2 - November 30th, 2021 at 10:00 AM
- Meeting #2 Alternate - December 1st, 2021 at 5:00 PM
- Meeting #3 - February 8th, 2022 at 10:00 AM
- Meeting #3 Alternate - February 9th, 2022 at 5:00 PM
- Meeting #4 - April 5th, 2022 at 10:00 AM
- Meeting #4 Alternate - April 6th, 2022 at 5:00 PM

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abarca Cazares, Oscar Arturo	20120379	Tittle I	1.00
Aleman Lopez, Silvia	20120380	Title I	1.00
Cho, Joshua	20120387	Title I	1.00
Flamenco, Grace J	20120386	Tittle I	1.00
Tello, Nicole	21068926	Title I	1.00

Addendums

By Grade	# Tested	Avg. RS	Avg. % Correct	Did Not Meet (0-57)		Approaches (58-77)		Meets (78-87)		Masters (88+)	
Houston ISD											
3rd	123	15.46	45.46	81	65.85%	30	24.39%	9	7.32%	3	2.44%
Houston ISD											
4th	122	16.35	45.42	80	65.57%	21	17.21%	13	10.66%	8	6.56%
Houston ISD											
5th	103	20.47	53.86	61	59.22%	14	13.59%	20	19.42%	8	7.77%
Houston ISD		21.58	53.95		53.76%		22.91%		12.79%		10.55%
6th	102	21.88	54.71	52	50.98%	28	27.45%	15	14.71%	7	6.86%
Houston ISD		22.67	53.97		56.21%		17.26%		11.58%		14.96%
7th	113	23.54	56.05	59	52.21%	29	25.66%	17	15.04%	8	7.08%
Houston ISD		25.35	57.62		46.94%		21.89%		16.79%		14.39%
8th	96	27.96	63.54	34	35.42%	32	33.33%	19	19.79%	11	11.46%

By Grade	# Tested	Avg. RS	Avg. % Correct	Did Not Meet (0-57)		Approaches (58-77)		Meets (78-87)		Masters (88+)	
Houston ISD											
3rd	123	14.39	44.97	79	64.23%	28	22.76%	13	10.57%	3	2.44%
Houston ISD											
4th	127	13.71	40.32	89	70.08%	27	21.26%	5	3.94%	6	4.72%
Houston ISD											
5th	105	17.92	49.79	52	49.52%	31	29.52%	9	8.57%	13	12.38%
Houston ISD		16.31	44.09		45.27%		45.27%		16.30%		6.32%
6th	98	14.37	38.83	50	51.02%	35	51.02%	11	11.22%	2	2.04%
Houston ISD		17.63	45.21		50.02%		25.80%		16.83%		7.35%
7th	108	15.42	39.53	62	57.41%	30	27.78%	14	12.96%	2	1.85%
Houston ISD		19.48	46.38		57.71%		19.20%		16.12%		6.97%
8th	79	24.75	58.92	20	25.32%	32	40.51%	22	27.85%	5	6.33%
Houston ISD		26.05	48.24		55.75%		20.48%		9.48%		14.29%
Algebra	17	38	70.37	1	5.88%	6	35.29%	5	29.41%	5	29.41%

Released STAARs given April 2021

By Grade	# Tested	Avg. RS	Avg. % Cor	Did Not Meet (0-57)		Approaches (58-77)		Meets (78-87)		Masters (88+)	
Houston ISD											
5th	109	21.72	60.32	56	51.38%	36	33.03%	8	7.34%	9	8.26%
Houston ISD											
		21.21	53.02		47.32%		23.11%		14.55%		15.02%
8th	97	27.1	64.53	25	25.77%	37	38.14%	21	21.65%	14	14.43%

By Grade	# Tested	Avg. RS	Avg. % Cor	Did Not Meet (0-57)		Approaches (58-77)		Meets (78-87)		Masters (88+)	
Houston ISD		23.26	52.87	52.87%		19.00%		10.96%		17.17%	
8th	96	25.01	56.84	37	38.54%	33	34.38%	12	12.50%	14	14.58%

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In- Person	RTI, ImagineLanguage, ImagineLearning, ImagineLiteracy, Imagine Math, Imagine Español, Project Explore, Ascending to Men	Individual Technology	Goal 1, 2, and 4
Aug. 17	In- Person	Google Drive, PowerSchool, Donors Choose, Community Awareness, Navigating the HUB, Lead4Ward, Renaissance, ClassDojo, TADS, HB4545	Individual Technology	Goal 1, 2, and 4
Aug. 18	In- Person	Teacher Preparations and Online Compliance Courses	None	Goal 1, 2, and 4
Aug. 19	In- Person	Job Alike PD, Reading Academy, Academic PD Session	Individual Technology	Goal 1, 2, and 4
Aug. 20	In- Person	Attendance Procedures, 1 st Day Procedures, Dismissal Procedures	None	No Specific Goal Alignment
Sept. 17	In- Person	HB 4545- Implementation and long-term goals	None	Goal 1, 2, and 4
Oct. 4	In- Person	Completion of Online Compliance Courses	Individual Technology	Goal 1, 2, and 4
Feb. 21	In- Person	STAAR Examination Trainings	None	Goal 1, 2, and 4

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

SIP APPROVAL 2021-2022

School Name and Campus #:

Principal Name: Diana Castillo

Area Office: Middle School

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 09/10/2021 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.

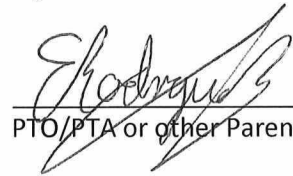


Principal

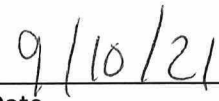


Date

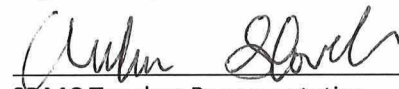
Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative



Date



SDMC Teacher Representative



Date

School Support Officer/Lead Principal

Date

Area Office Superintendent

Date

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

Date