

**Houston Independent School District**  
**132 Coop Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

At Coop Elementary we promote academic and personal growth by building relationships, creating opportunities, and empowering students to become global graduates.

## Vision

Collaboratively building well-rounded life-long learners ready to lead and compete in the 21st century.

## Value Statement

### At Coop we value:

- a safe environment.
- respectful citizens.
- positive attitudes.
- proactive learners.
- empowered success.
- incorporating technology.
- community involvement.
- accountability.
- continuous professional growth.
- creating a collaborative atmosphere.

We know that in order for our students, faculty, and staff to succeed they must feel **Capable, Connected, and Cared For!**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Ethel R Coop Elementary School at the corner of Aldine Westfield and Parker Road in northeast Houston, serves 560 students in Pre-kindergarten through fifth grade based on the latest enrollment report. The student body is ethnically diverse with approximately 89% Hispanic, 9% African-American, and 1% White.

### Demographics Strengths

Our demographics value biliteracy and we offer a Dual-Language program from PK to 5th grade. Additionally, we have a very united and supportive community.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. **Root Cause:** Due to a variation in mode of instruction during Covid-19 pandemic.

# Student Learning

## Student Learning Summary

Over the past five years, our students have made significant progress on their assessments earning a B on TEA's School Score Card. Our Relative Performance shows that we scored significantly better than schools with the same demographics. On the other hand, our students did not meet expected growth expectations in Math causing us to have a low score on Student Achievement.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. **Root Cause:** Due to a variation in mode of instruction during Covid-19 pandemic.

# Perceptions

## Perceptions Summary

We strongly believe that in collaboration and a growth mindset. All our decisions are made in collaborations and we grow through coaching and feedback. Professional learning communities are established early in the year and are focused on solving problems and growing together. We also encourage teacher collaboration by ensuring that teams have common planning times and planning days as needed. Finally, administrators calibrate to ensure that feedback is aligned to the needs of our students.

## Perceptions Strengths

Strong Tier 2 team.

Committed staff and teachers.

# Priority Problems of Practice

**Problem of Practice 1:** Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs.

**Root Cause 1:** Due to a variation in mode of instruction during Covid-19 pandemic.

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

**Problem of Practice 2:** About 40% of our staff is new in their current position. This leads to inefficiencies and missed opportunities. Many systems are dependent on one or two school personnel to work.

**Root Cause 2:** High turnover of teachers and staff and not enough people are properly trained.

**Problem of Practice 2 Areas:** School Processes & Programs



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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**

- 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 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 7 percentage points from 43% in spring 2020 to 50% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Students will grow 3 reading levels by the end of the school year per the Running Records Assessment.

**Evaluation Data Sources:** Running Records

## HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Guided Reading, Independent Reading, Read Aloud, Fluency Practice and Comprehension Strategies <b>Strategy's Expected Result/Impact:</b> Increase student outcome <b>Staff Responsible for Monitoring:</b> Teacher, Teacher Specialist (Rubalcava, Lugo), Dyslexia Interventionist <b>Action Steps:</b> Teachers will focus on students individual reading needs and provide targeted instruction. Instruction will be provided during Guided Reading and/or Intervention time. Benchmark will be monitored BOY, MOY, EOY (in English and Spanish)  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b> <b>Funding Sources:</b> Fluency resources and Books - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






## Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 2:** 75% of students will pass 60 Reading lessons in Renaissance 360.

**Evaluation Data Sources:** Renaissance 360 Star Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Progress of lesson completion will be tracked at the classroom and campus level. <b>Strategy's Expected Result/Impact:</b> Students will achieve Meets on STAAR assessment. <b>Staff Responsible for Monitoring:</b> Teacher, Teacher Specialist (Rubalcava, Lugo), Interventionist <b>Action Steps:</b> Teachers will generate a weekly goal of how many lessons students should complete each week. Progress will be monitored to ensure students are on track to complete within timeframe.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Measurable Objective 2 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 3:** Students will demonstrate 5% progression in all formative and summative assessments.

**Evaluation Data Sources:** SnapShots, DLA, Unit Assessments, Mock STAAR

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Data Driven Planning/Instruction, Collaborative planning, Intervention, Monitoring student growth. Teacher Leader support. <b>Strategy's Expected Result/Impact:</b> 5% progression in all formative and summative assessments <b>Staff Responsible for Monitoring:</b> Teacher, Teacher Specialist (Rubalcava, Lugo) <b>Action Steps:</b> Teachers will provide differentiated instruction and targeted Tier 1 instruction. Teachers will attend planning sessions with Teacher Specialist and provide data driven instruction. Data will be tracked by student, teacher, and administration.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Extra duty pay for coverage and planning. - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$3,000		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Measurable Objective 3 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**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: 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 7 percentage points from 53% in spring 2019 to 60% in spring 2022.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on DLA and Mock STAAR will be 55%.

**Evaluation Data Sources:** District Level Assessments and Mock STAAR

### HB3 Board Goal

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Targeted interventions during our school Power Hour leveraging Imagine Math and Small Group Instruction. <b>Strategy's Expected Result/Impact:</b> Math interventions will address learning gaps that students may have due to interruptions in their education. <b>Staff Responsible for Monitoring:</b> Teachers and Administration. <b>Action Steps:</b> Teachers will analyze their data and provide small-group interventions during Power Hour. Additionally, the teacher will monitor the time spent and the number of lessons mastered on Imagine Math.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> Academic Tutor - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$40,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.






**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 2:** Student mastery will be measured through various assessments (Ren360, Imagine Learning, Snapshots, DLAs) after teaching the standard to track highly tested TEKS/Readiness Standards. Instruction will be based on student results. Data will be tracked and analyzed using OnTrack data reports, Lead4ward Student Learning Reports, Renaissance 360 data reports, and Imagine learning data reports throughout the 2021-2022 academic school year.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Students will be given the opportunity to use online programs at minimum of 20%-30% in-person. To differentiate and close learning gaps, students will be assigned to personalized learning opportunities by objective based on their needs.

**Evaluation Data Sources:** Workstations  
Interventions  
Computer Lab/Technology  
Imagine Learning Math/Math Facts  
Education Galaxy  
Math Fluency  
Ren360

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher Specialist will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on the spot coaching as needed.  <b>Strategy's Expected Result/Impact:</b> Building Teacher Capacity <b>Staff Responsible for Monitoring:</b> Teacher, Teacher Specialist (Alaniz), Admin <b>Action Steps:</b> Teachers will be able to gather data and read data reports and use towards instruction to help close gaps and differentiate instruction throughout the school year.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 2:** Students will grow one grade level or higher in Renaissance 360.

**Evaluation Data Sources:** Renaissance 360 Data Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher Specialist will meet with teachers after assessment to analyze data and plan accordingly towards spiraling/reteaching TEKS and grouping students. Teachers will determine what interventions students might need based on data.  <b>Strategy's Expected Result/Impact:</b> Students will achieve Approaches/Meets on STAAR assessment. <b>Staff Responsible for Monitoring:</b> Teacher, Teacher Specialist (Alaniz), Admin <b>Action Steps:</b> Teachers will generate a weekly goal of how many lessons students should complete each week. Progress will be monitored to ensure students are on track to complete within timeframe.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Measurable Objective 2 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 3:** Students will demonstrate 10% progression or higher in formative assessments, HISD Snapshots, DLAs, and Mock STAAR assessments.

**Evaluation Data Sources:** OnTrack Data Reports  
 Weekly Professional Learning Communities Vertical Alignment Meetings  
 Math Planning Sessions  
 HISD Unit Planning Guides



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 5% progression in all formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Teacher Specialist (Alaniz), Admin</p> <p><b>Action Steps:</b> Teachers will provide differentiated instruction and targeted Tier 1 instruction. Teachers will attend planning sessions with Teacher Specialist and provide data driven instruction. Data will be tracked by student, teacher, and administration.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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:** Increase the number of students that are identified as GT by 5%.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Gifted and talented students will receive instruction differentiated to their needs as early identified in their gifted education plan. All students will make a progress by 3% during school year 2021-2022.






**Evaluation Data Sources:** "Texas Performance Standards Project"

<https://www.texaspsp.org/>

"Renzullilearning.com"

<https://manager.renzullilearning.com/>

GT Expo/ Science Fair Projects








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> "Students will be provided with Differentiated Instruction based Texas Performance Standards Project <a href="https://www.texaspsp.org/">https://www.texaspsp.org/</a> and <a href="https://manager.renzullilearning.com/">Renzullilearning.com https://manager.renzullilearning.com/</a> <b>Strategy's Expected Result/Impact:</b> All students will make a progress by 3% during school year 2021-2022. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Staff N. Rubalcava, Teacher Specialist <b>Action Steps:</b> "Students will be provided with Differentiated Instruction based Texas Performance Standards Project <a href="https://www.texaspsp.org/">https://www.texaspsp.org/</a> and <a href="https://manager.renzullilearning.com/">Renzullilearning.com https://manager.renzullilearning.com/</a>  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.








**Measurable Objective 2:** 100% of our teachers will be GT certified by the end of the year.

**Evaluation Data Sources:** Campus data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote training and track teachers that have not completed all required training. <b>Strategy's Expected Result/Impact:</b> Keep teachers accountable. <b>Staff Responsible for Monitoring:</b> Nora Rubalcava  <b>Funding Sources:</b> Classroom Coverage - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** Have every student in grades 1st to 5th grade complete at least 3 projects.

**Evaluation Data Sources:** Teacher self-reporting and grade books.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Communicate that School projects are a school-wide expectation. <b>Strategy's Expected Result/Impact:</b> Teachers will plan projects every 6 weeks. <b>Staff Responsible for Monitoring:</b> Administrator, Mr. Sabillon, and Team Leaders.  <b>Funding Sources:</b> Office Supplies - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

**Goal 1: CLOSING THE GAPS** - We will meet four out of six growth targets in Math as measures in Domain 3.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Increase the percentage of 3rd-grade STAAR meets by 12 points to 24% and the percentage of master 5 points to 8%.

**Evaluation Data Sources:** STAAR Math



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Teacher Specialists will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on-the-spot coaching as needed. <b>Strategy's Expected Result/Impact:</b> During these meetings, the teacher and administrator will be able to target math problems with a high level of rigor and provide opportunities for students to practice these problems. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators. <b>Action Steps:</b> Team leader meetings.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> Stipends for Lead Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs <b>Strategy's Expected Result/Impact:</b> The teacher will be able to identify students that meeting growth expectations and provide timely interventions. <b>Staff Responsible for Monitoring:</b> Teacher Specialists. <b>Action Steps:</b> Administer test and analyze data using DDI protocols.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 2:** Increase the percentage of 4th-grade STAAR Meets by 10 points and the percentage of Masters by 5 points.

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Teacher Specialists will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on-the-spot coaching as needed. <b>Strategy's Expected Result/Impact:</b> During these meetings, the teacher and administrator will be able to target math problems with a high level of rigor and provide opportunities for students to practice these problems. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators. <b>Action Steps:</b> Team leader meetings.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs <b>Strategy's Expected Result/Impact:</b> The teacher will be able to identify students that meeting growth expectations and provide timely interventions. <b>Staff Responsible for Monitoring:</b> Teacher Specialists. <b>Action Steps:</b> Administer test and analyze data using DDI protocols.	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The Teacher Specialists will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on-the-spot coaching as needed. <b>Strategy's Expected Result/Impact:</b> During these meetings, the teacher and administrator will be able to target math problems with a high level of rigor and provide opportunities for students to practice these problems. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators. <b>Action Steps:</b> Team leader meetings.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> Stipends for Lead Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs <b>Strategy's Expected Result/Impact:</b> The teacher will be able to identify students that meeting growth expectations and provide timely interventions. <b>Staff Responsible for Monitoring:</b> Teacher Specialists. <b>Action Steps:</b> Administer test and analyze data using DDI protocols.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

### Measurable Objective 3: Increase the percentage of 5th-grade STAAR Meets by 10 points and the percentage of Masters by 5 points.

**Evaluation Data Sources:** STAAR Math

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Teacher Specialists will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on-the-spot coaching as needed. <b>Strategy's Expected Result/Impact:</b> During these meetings, the teacher and administrator will be able to target math problems with a high level of rigor and provide opportunities for students to practice these problems. <b>Staff Responsible for Monitoring:</b> Teachers and Administrators. <b>Action Steps:</b> Team leader meetings.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <b>Funding Sources:</b> Stipends for Lead Teachers - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs <b>Strategy's Expected Result/Impact:</b> The teacher will be able to identify students that meeting growth expectations and provide timely interventions. <b>Staff Responsible for Monitoring:</b> Teacher Specialists. <b>Action Steps:</b> Administer test and analyze data using DDI protocols.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Measurable Objective 3 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.



**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**Goal 1: ATTENDANCE**






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

**Measurable Objective 1:** Improve attendance rate from 95.8% to 98.0%

**Evaluation Data Sources:** Daily attendance reports on Power School.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a system where our attendance team will conduct ADA at 8:30 and contact parents daily. <b>Strategy's Expected Result/Impact:</b> Daily calls and attendance trackers will allow us to provide support to students that are having challenges with daily attendance. <b>Staff Responsible for Monitoring:</b> Attendance team: Grade level TAs, Ms. Cruz, Ms. Hernandez, Ms. Gonzalez, Ms. Schexnaydre, and Mr. Sabillon. <b>Action Steps:</b> Early ADA attendance, daily calls to parents and tracking data on OneNote.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a system of incentives for the classes with the highest attendance rates per every six-week cycle. <b>Strategy's Expected Result/Impact:</b> This strategy leverages groups working together to achieve a goal. It incentivizes students and teachers to work together to ensure that students are in school every day. <b>Staff Responsible for Monitoring:</b> Attendance clerk, classroom teachers, and administrators. <b>Action Steps:</b> Attendance reports will be generated every 6 weeks. The top five classes will receive a classroom incentive.  <b>Title I Schoolwide Elements:</b> 2.6 <b>Funding Sources:</b> Incentives for students - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$600	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Track attendance per student and identify students with less than 90% of daily attendance. Focus on these families to provide any supports needed. <b>Strategy's Expected Result/Impact:</b> By focusing on students that have chronic attendance we will be able to support families to improve attendance rates. <b>Staff Responsible for Monitoring:</b> Attendance clerk, administration, and support from our Community in School and Wrap Around Specialist. <b>Action Steps:</b> Identified students with an attendance rate below 90%. Target these families and provide supports.  <b>Title I Schoolwide Elements:</b> 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Measurable Objective 1 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
School Processes & Programs
<b>Problem of Practice 1:</b> About 40% of our staff is new in their current position. This leads to inefficiencies and missed opportunities. Many systems are dependent on one or two school personnel to work. <b>Root Cause:</b> High turnover of teachers and staff and not enough people are properly trained.









**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**Goal 2: DISCIPLINE**

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

**Measurable Objective 1:** Reduce by 33% the number of out-of-school suspensions from 15 in 2019 to less than 10.

**Evaluation Data Sources:** Power School Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide PD for teachers on de-escalation techniques, circles, and building relationships with students. <b>Strategy's Expected Result/Impact:</b> Reduce the number of office referrals. <b>Staff Responsible for Monitoring:</b> Mr. Sabillon, Ms. Alaniz, Mr. Lugo, and Ms. Rubalcava <b>Action Steps:</b> Ms. Lara will provide training during service week.  <b>Title I Schoolwide Elements:</b> 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Every classroom will set up a safe place for students. <b>Strategy's Expected Result/Impact:</b> Reduce the number of office referrals and teach students coping strategies. <b>Staff Responsible for Monitoring:</b> Mr. Sabillon, Ms. Alaniz, Mr. Lugo, and Ms. Rubalcava <b>Action Steps:</b> Provide a safe-place model.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.








### Goal 3: VIOLENCE PREVENTION

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

**Measurable Objective 1:** Provide a safe school environment for the students, parents and staff to meet the human need to feel capable, connected and cared for by implementing social-emotional strategies which strengthen our Tier 1 behavior practices to improve academic data by 3% in all tested areas.

**Evaluation Data Sources:** PEIMS Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a school-wide matrix of behavior expectations for common areas using the acronym: S.O.A.R. Safe, On Time and On Task, Accept Responsibility, and Respectful. Post matrixes in all common areas. <b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Ms. Lara, Mr. Sabillon <b>Action Steps:</b> Provide staff with SEL training during BOY PD. Provide resources for S.O.A.R. and CHAMPS Matrix via email. Check in with staff during PLC.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement classroom meetings (Coop Circles) to help children build relationships with their teachers; feel connected to their classmates; and develop speaking and listening skills. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement and reduced number of discipline referrals <b>Staff Responsible for Monitoring:</b> Ms. Lara, Mr. Sabillon <b>Action Steps:</b> Provide staff with SEL training during BOY PD. Provide resources and model Coop Circles. Check in with staff during PLC.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Every classroom and administrative office will have a "Safe Place" in which the students can practice the five steps of self-regulation: 1) Recognize they are upset; 2) Calm themselves using breathing strategies; 3) Name how they are feeling; 4) Choose an activity that will help them get to their "thinking brain;" and 5) Solve the problem.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Strategy's Expected Result/Impact:</b> Reduced number of discipline referrals. Increased ability to self-regulate.</p> <p><b>Staff Responsible for Monitoring:</b> Ms. Lara, Mr. Sabillon</p> <p><b>Action Steps:</b> Provide staff with SEL training during BOY PD. Provide resources for Safe Place. Model breathing strategies and calm down techniques during morning assembly.</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				






**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**Goal 4:** By the End of the 2021-2022 School Year, the students receiving Special Education services will increase their reading by one grade level.

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

**Measurable Objective 1:** By the end of the 2021-2022 school year 80% of BSC students will be able to identify the main Idea, make an inference, and summarize the passage.

**Evaluation Data Sources:** Ren360, Running Records, District Assessments (BOY/MOY/EOY)






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leverage Small Group and Guided Reading, scaffolding, teacher modeling, and differentiate reading passages. <b>Strategy's Expected Result/Impact:</b> These instructional strategies will allow teachers to focus on identifying main idea, making inferences, and summarizing passages. <b>Staff Responsible for Monitoring:</b> Teachers, Mr. Lugo, and Mr. Sabillon <b>Action Steps:</b> Strategic planning for differentiated instruction; heterogenous and homogeneous grouping of students; attend professional developments; identify differentiated resources. Students in this setting will have consistent routine discipline procedures.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 2:** By the end of the 2021-2022 school year, 80% of the students in Resource class will be able to answer who, what , when, where, why, and how questions

**Evaluation Data Sources:** Ren360, Running Records, District Assessments (BOY/MOY/EOY)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher will different instruction to meet the needs of students. Students will use graphic organizers early in the year as a support to learning. <b>Strategy's Expected Result/Impact:</b> These strategies will prepare students for comprehension when reading assessment passages. This will also familiarize students with designated supports used during a test administration. <b>Staff Responsible for Monitoring:</b> Resource teacher, CTC, FAC, administration <b>Action Steps:</b> Implement the use of designated supports (graphic organizers).  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



## Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 3:** By the end of the 2021-2022 school year, 80% of the students in SLL class will be able to read cvc words and high frequency using print/images.

**Evaluation Data Sources:** Unique Learning Pre-test and Posttest

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Leverage small group guided reading; strategic use of pictures/word images; frequent practice of high frequency words; weekly fluency passage practice. <b>Strategy's Expected Result/Impact:</b> Students will become more fluent readers.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Staff Responsible for Monitoring:</b> SLL teacher and teacher specialist.</p> <p><b>Action Steps:</b> Strategic planning for weekly readings. Print images for vocabulary words, practice realia before presenting to students. Prepare high frequency word cards to take home and encourage parents to practice with students at home.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	<div><div></div><div>35%</div></div>			
<div><div><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></div></div>				






**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**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:** Teachers will shelter instruction based on students' needs to improve English Language Acquisition and monitor students designated support during daily instruction. Adjustments will be made based on progress data during the school year. EL students Results expected from TELPAS for 2021-2022 will exceed the state cutoff goal at 45%.

**Evaluation Data Sources:** BOY-MOY-EOY Designated support TELPAS-STAAR data tracker Observations, PLC's, monthly walks, writing samples, Ren 360, RR Weekly assessments, district assessments, Snapshots results.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> PK-5th grade Teachers will Shelter instruction providing opportunities for students to develop the English language in the 4 domains during direct instruction, small group, workstations and independent work. Designated support will be implemented and monitor through the year as a routine. <b>Strategy's Expected Result/Impact:</b> EL students Results expected from TELPAS for 2021-2022 will exceed the state cutoff goal at 45%. <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Staff N. Rubalcava, Teacher Specialist I. Anchundia, Shelter instruction Coach, <b>Action Steps:</b> Teachers will plan and Shelter instruction creating opportunities for students to develop language in the 4 domains during direct instruction, small group, workstations and independent work. Designated support will be implemented and monitor through the year as a routine. Designated support materials must be evident, assigned, organized and level for students.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Measurable Objective 1 Problems of Practice:**

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.



**Measurable Objective 2:** Gifted and talented students will receive instruction differentiated to their needs as early identified in their gifted education plan. All students will make a progress by 3% during school year 2021-2022.





**Evaluation Data Sources:** "Texas Performance Standards Project"

<https://www.texaspsp.org/>"

"Renzullilearning.com"

<https://manager.renzullilearning.com/>

GT Expo/ Science Fair Projects

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> "Students will be provided with Differentiated Instruction based Texas Performance Standards Project <a href="https://www.texaspsp.org/">https://www.texaspsp.org/</a> and <a href="https://manager.renzullilearning.com/">Renzullilearning.com https://manager.renzullilearning.com/</a> " <b>Strategy's Expected Result/Impact:</b> All students will make a progress by 3% during school year 2021-2022. <b>Staff Responsible for Monitoring:</b> Classroom Teachers Instructional Staff N. Rubalcava, Teacher Specialist <b>Action Steps:</b> "Students will be provided with Differentiated Instruction based Texas Performance Standards Project <a href="https://www.texaspsp.org/">https://www.texaspsp.org/</a> and <a href="https://manager.renzullilearning.com/">Renzullilearning.com https://manager.renzullilearning.com/</a> "  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				






### Measurable Objective 2 Problems of Practice:

Demographics
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.
Student Learning
<b>Problem of Practice 1:</b> Students have missed a considerable amount of in-person instruction and teachers experienced a learning curve. In order to close the gaps associated with these factors, teachers will differentiate instruction to meet all students needs. <b>Root Cause:</b> Due to a variation in mode of instruction during Covid-19 pandemic.

**Measurable Objective 3:** By the end of 2020-2021 school year students will grow by 2 reading levels.

**Evaluation Data Sources:** Region 4 Reading by Design assessment

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students receive intervention to improve individual phonemic awareness, phonics, vocabulary, fluency and comprehension. <b>Strategy's Expected Result/Impact:</b> Among students who exhibit below satisfactory performance on state assessments, students receiving intervention to improve individual phonemic awareness, phonics, vocabulary, fluency and comprehension will grow by 2 reading levels. <b>Staff Responsible for Monitoring:</b> Ms. Rubalcava and Mr. Sabillon	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**Goal 6: PARENT and COMMUNITY ENGAGEMENT**

**Strategic Priorities:** Expanding Educational Opportunities






**Measurable Objective 1:** Coop Social Services(Communities In Schools, Inc. and HISD Wraparound Services) will successfully allocate resources (attendance, clothing and supplies, and referrals for social services) to 95% of the families that reach out for non-academic supports during the 2021-2022 academic year.

**Evaluation Data Sources:** CIS Partnership Report  
Wraparound Purple Sense

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide parents with access to community resources for basic and health needs. <b>Strategy's Expected Result/Impact:</b> Address the social and emotional needs of students. Increased academic achievement. <b>Staff Responsible for Monitoring:</b> Ms. Lara, Ms. Andrews, Mr. Sabillion <b>Action Steps:</b> CIS and Wraparound Services will provide staff orientation during BOY PD on referral process. Once referrals are received, CIS and/or Wraparound Services will meet with student and/or family to determine action plan.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** Implement 25 qualifying activities including the five foundational activities required by FACE to become a Platinum Certified Family Friendly School which will address the four areas of need: 1. Building relationships with families and community; 2. Linking family events to learning; 3. Supporting parent advocacy and 4. Honoring families and their diversity; as evidenced by the receipt of the Family Friendly School Platinum Certification.

**Evaluation Data Sources:** FACE Activity Report  
Sign-In Sheets  
Parent Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet with Coop's FACE Specialist to schedule activities and events. <b>Strategy's Expected Result/Impact:</b> Increased parental involvement <b>Staff Responsible for Monitoring:</b> Ms. Lara, Mr. Sabillon <b>Action Steps:</b> Have initial meeting with FACE Specialist. Schedule parent workshops and events. Communicate schedule of events to parents Gather sign-in sheets.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

**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:** 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: Duplantis

Estimated number of students to be screened: 600

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			
<b>Strategy 1:</b> Have one of our clerks support the nurse. <b>Strategy's Expected Result/Impact:</b> The nurse will have enough time to complete screeners. <b>Staff Responsible for Monitoring:</b> Nurse Duplantis and Principal Sabillon	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Measurable Objective 2:** 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: Duplantis

Estimated number of students to be screened: 600






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			
<b>Strategy 1:</b> Have one of our clerks support the nurse. <b>Strategy's Expected Result/Impact:</b> The nurse will have enough time to complete screeners. <b>Staff Responsible for Monitoring:</b> Nurse Duplantis and Principal Sabillon	Formative			Summative
	Nov	Jan	Mar	June

				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** 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: Nurse Duplantis  
Number of AEDs on campus: 2

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Have Ms. Hernandez and Nurse Duplantis work together to make sure that monthly checks are conducted. <b>Strategy's Expected Result/Impact:</b> By having two staff members working on this it will be less likely that maintenance checks are missed. <b>Staff Responsible for Monitoring:</b> Ms. Hernandez	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 4:** 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.

**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.








**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:** All students will be measured and weighted by the end of the first six weeks.








**Evaluation Data Sources:** Students will be weighted using a scale.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Have coach talk with students about healthy eating habits and measure their weight at the beginning of the year. <b>Strategy's Expected Result/Impact:</b> Students will set their own weight goals. <b>Staff Responsible for Monitoring:</b> Coach Gonzalez	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 2:** All students will receive a target goal for their weight to be measured in May 2022.

**Evaluation Data Sources:** PE teacher

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will participate in active playtime at least 3 times a week for a total of one hour per week. <b>Strategy's Expected Result/Impact:</b> Promote students to be active. <b>Staff Responsible for Monitoring:</b> Teachers and Coach Gonzalez <b>Action Steps:</b> Active time must be part of the daily schedule.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Active Rise and Shine- In this program students will be able to come early to school to start their day with morning cardio activities. <b>Strategy's Expected Result/Impact:</b> Promote daily exercise. <b>Staff Responsible for Monitoring:</b> Coach Ms. Gonzalez <b>Action Steps:</b> Promote program and sign-up students to participate. Have students participate in this program as part of their daily schedule.  <b>Funding Sources:</b> Extra Duty Pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					



**Board Goal 5:** By the End of the 2020-2021 School Year, the students receiving Special Education services will increase their reading by one grade level.

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

# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Guided Reading, Independent Reading, Read Aloud, Fluency Practice and Comprehension Strategies
1	1	2	1	Progress of lesson completion will be tracked at the classroom and campus level.
1	1	3	1	Data Driven Planning/Instruction, Collaborative planning, Intervention, Monitoring student growth. Teacher Leader support.
2	2	1	1	Teacher Specialist will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on the spot coaching as needed.
2	2	2	1	Teacher Specialist will meet with teachers after assessment to analyze data and plan accordingly towards spiraling/reteaching TEKS and grouping students. Teachers will determine what interventions students might need based on data.
2	2	3	1	Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs.
5	4	1	1	Leverage Small Group and Guided Reading, scaffolding, teacher modeling, and differentiate reading passages.
5	4	2	1	Teacher will different instruction to meet the needs of students. Students will use graphic organizers early in the year as a support to learning.

## RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	2	1	1	Teacher Specialist will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on the spot coaching as needed.

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Guided Reading, Independent Reading, Read Aloud, Fluency Practice and Comprehension Strategies
1	1	2	1	Progress of lesson completion will be tracked at the classroom and campus level.
1	1	3	1	Data Driven Planning/Instruction, Collaborative planning, Intervention, Monitoring student growth. Teacher Leader support.
2	2	1	1	Teacher Specialist will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on the spot coaching as needed.
2	2	2	1	Teacher Specialist will meet with teachers after assessment to analyze data and plan accordingly towards spiraling/reteaching TEKS and grouping students. Teachers will determine what interventions students might need based on data.
2	2	3	1	Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs.
5	4	1	1	Leverage Small Group and Guided Reading, scaffolding, teacher modeling, and differentiate reading passages.
5	4	2	1	Teacher will different instruction to meet the needs of students. Students will use graphic organizers early in the year as a support to learning.
5	4	3	1	Leverage small group guided reading; strategic use of pictures/word images; frequent practice of high frequency words; weekly fluency passage practice.

## Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	2	1	Progress of lesson completion will be tracked at the classroom and campus level.
1	1	3	1	Data Driven Planning/Instruction, Collaborative planning, Intervention, Monitoring student growth. Teacher Leader support.
2	2	1	1	Teacher Specialist will revisit all math programs with teachers through PLCs to ensure that all teachers understand how to assign objectives, gather data, and read reports. Teacher Specialists and Career Pathway leaders will offer on the spot coaching as needed.
2	2	2	1	Teacher Specialist will meet with teachers after assessment to analyze data and plan accordingly towards spiraling/reteaching TEKS and grouping students. Teachers will determine what interventions students might need based on data.
2	2	3	1	Data will be tracked continuously after each Snapshot, DLA, and MockSTAAR. Teachers will analyze data and participate in data meetings using Coop Data Talks with administrators and teachers specialists. Teachers will group students according to their needs.

# State Compensatory

## Budget for 132 Coop Elementary School

**Total SCE Funds:** \$117,242.05

**Total FTEs Funded by SCE:** 3

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

This budget will be utilized to pay extra-duty pay for teachers and academic tutors to provide targeted interventions for our tier II and tier III students. Targeted interventions tutorials will be held after school and on Saturdays. The focus of this program will be addressing learning gaps in both math and reading.

## Personnel for 132 Coop Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alaniz, Judit	Tchr, Spclst 11M	1
Henriquez, Laura Elena	Tchr, Bilingual	1
Vacant	Tchr, Spclst 12M	1

# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

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

## **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:

### **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:

### **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
- Front Office
- 

The SIP was made available to parents by:

- October 6, 2021
- November 17, 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:

- Power Hour for interventions
- Regular common formative assessments
- PLC Meetings
- Support from Teacher Specialist and Teacher Leaders

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

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

- After School Tutorials
- School-wide Power Hour
- Targeted small group interventions and pullout interventions.

## **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 - Ms. Rodriguez
- CIC-Ms. Lara
- Admin- Ms. Alaniz

The PFE was distributed

- On the campus website
- Copies available at school

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:



- Inviting our parents to our school to different events throughout the year.
- Weekly communication with parents via Tuesday Folder, Callouts, Texts, and Social Media.
- Active PTO.
- Upgrade lobby to make the school welcoming.

### **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 - October 6, 2021
- Meeting #1 Alternate -October 8, 2021
- Meeting #2 - November 17, 2021
- Meeting #2 Alternate - November 19, 2021
- Meeting #3 - January 12, 2022
- Meeting #3 Alternate - January 15, 2022
- Meeting #4 - March 9, 2022
- Meeting #4 Alternate -March 11, 2022

# Plan Notes

Professional Development Plan				
PD Date	PD Format	PD Topic	Resource	SIP Goal Aligned
August 16, 2021		Teacher preparation day.		
August 17, 2021	Teams	State of the School, Campus Wide Expectations, Data Dig, Classroom Gallery walks.	Presenters- A-team and Teacher leaders.  Computers, TEAMS, SWE Handouts	Goal 1: Strategy 1 and 3  Goal 2: Strategy 1
August 18, 2021	Teams	The Writing Continuum, DL program Expectations, Lesson Plan Expectations, Content SWE	Presenters- A-team and Teacher leaders.  Computers, TEAMS, SWE Handouts	Goal 1: Strategy 1 and 3
August 19, 2021	Teams	Job Alike – District-Wide PD  Academic PD  Reading Academy  Job Alike	Presenters- Team HISD    Computers, TEAMS	Goal 1 and Goal 2
August 20, 2021	Teams	SEL Presentation, Teacher Handbook, First Day Procedures, School Wide Systems, TADS update.	Presenters- A-team and Teacher leaders.  Computers, TEAMS, SWE Handouts	Goal 5

# Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Luis Lugo	Teacher Specialist
Administrator	Luis Sabillon	Principal
Classroom Teacher	Loren Conner	Teacher
Classroom Teacher	Esbeidy Garza	Teacher
Classroom Teacher	Toni Wimberley	Teacher
Classroom Teacher	Sonya Crawford	Teacher
Non-classroom Professional	Jaqueline Hernandez	Secretary
Parent	Suzanna Torres	Parent
Parent	Glenda Rodriguez	Parent

# Campus Administrator

Committee Role	Name	Position
Administrator	Judit Alaniz	Teacher Specialist
Administrator	Luis Lugo	Teacher Specialist
Administrator	Luis Sabillon	Principal
Administrator	Nora Rubalcava	Teacher Specialist

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Fluency resources and Books	6300 - Supplies and Materials	\$500.00
3	1	2	1	Classroom Coverage	6100 - Payroll	\$1,000.00
4	1	1	1	Stipends for Lead Teachers	6100 - Payroll	\$4,000.00
4	1	2	3	Stipends for Lead Teachers	6100 - Payroll	\$4,000.00
4	1	3	1	Stipends for Lead Teachers	6100 - Payroll	\$4,000.00
5	1	1	2	Incentives for students	6300 - Supplies and Materials	\$600.00
5	8	2	2	Extra Duty Pay	6100 - Payroll	\$500.00
<b>Sub-Total</b>						<b>\$14,600.00</b>
1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	1	Office Supplies	6300 - Supplies and Materials	\$1,600.00
<b>Sub-Total</b>						<b>\$1,600.00</b>
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	1	Extra duty pay for coverage and planning.	6100 - Payroll	\$3,000.00
2	1	1	1	Academic Tutor	6100 - Payroll	\$40,000.00
<b>Sub-Total</b>						<b>\$43,000.00</b>
<b>Grand Total</b>						<b>\$59,200.00</b>

# Addendums

Professional Development Plan				
PD Date	PD Format	PD Topic	Resource	SIP Goal Aligned
August 16, 2021		Teacher preparation day.		
August 17, 2021	Teams	State of the School, Campus Wide Expectations, Data Dig, Classroom Gallery walks.	Presenters- A-team and Teacher leaders. Computers, TEAMS, SWE Handouts	Goal 1: Strategy 1 and 3 Goal 2: Strategy 1
August 18, 2021	Teams	The Writing Continuum, DL program Expectations, Lesson Plan Expectations, Content SWE	Presenters- A-team and Teacher leaders. Computers, TEAMS, SWE Handouts	Goal 1: Strategy 1 and 3
August 19, 2021	Teams	Job Alike – District-Wide PD Academic PD Reading Academy Job Alike	Presenters- Team HISD  Computers, TEAMS	Goal 1 and Goal 2
August 20, 2021	Teams	SEL Presentation, Teacher Handbook, First Day Procedures, School Wide Systems, TADS update.	Presenters- A-team and Teacher leaders. Computers, TEAMS, SWE Handouts	Goal 5 – strategy 1, 2, and 5
Sept. 17	TEAMS and Face-to-Face	Teams PLC and District Professional Development.	Presenters- Team HISD	Goal 1: Strategy 1 and 3 Goal 2: Strategy 1
Oct. 4	Face-to-Face	Vertical planning by content, CFA training, tracking data	Presenters- A-team and Teacher leaders.	Goal 1: Strategy 1 and 3 Goal 2: Strategy 1 and 2
Feb. 21	Face-to-Face	Targeted interventions and Data Analysis.	Presenters- A-team and Teacher leaders.	Goal 1 and Goal 2

## SIP APPROVAL 2021-2022

School Name and Campus #:132 Coop ES

Principal Name: Luis Sabillon

Area Office: ESO2

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 November 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

9-29-2021

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

PTO/PTA or other Parent Representative

Date

9-29-21

SDMC Teacher Representative

Date

09/29/2021

School Support Officer/Lead Principal

Date

9/29/2021

Area Office Superintendent

Date

9-29-21

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

Date