School Name and Campus #: Burbank Elementary 122

Principal Name: Heather Luebbers

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 9/30/21 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

[Signature]
Principal 9/30/21

Signatures below indicate review and approval of this document.

[Signature]
PTO/PTA or other Parent Representative 9/30/21

[Signature]
SDMC Teacher Representative 9/30/21

[Signature]
School Support Officer/Lead Principal 10/8/21

[Signature]
Area Office Superintendent 9-24-21

Effective Schools Facilitator (ESF) or Professional Service Provider (PSP)
(if applicable or still in use under grant contract)
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  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. 19
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Demographics

Demographics Summary

Established in 1924, Luther Burbank continues to serve as top performing elementary school in HISD. Staff, students, and parents apply themselves every year to achieve the goal that our mission statement embodies. We aim for excellence on the part of the staff and students, and we achieve excellence. Team work, commitment, and dedication are the ingredients that make Burbank one of the best elementary schools in Houston ISD. Burbank teachers are excellent at knowing what to teach, how to teach it, and how to motivate students so that they desire success. It is our primary purpose, every minute of every day, for every child. We are dedicated to maximizing learning time. We believe in the sanctity of the instructional day to promote lifelong learners. Burbank Elementary is in the North side of Houston on Tidwell Rd. between highway 45 and Hardy Toll Road. It serves approximately 850 students which are approximately 84% Hispanic, 14% African American, and 2% other. Our special education representation is 6.5%. Our mobility rate is approximately 16%. We celebrate the cultures that make up our community every day of the year to keep the learning momentum going for all our students. Burbank is also a Fine Arts Magnet School, focused on educating the whole child. That is why we offer many extra-curricular activities such as dance, coding, robotics, music, band, art, gardening, basketball, soccer, and book clubs.

Demographics Strengths

Our mobility rate is approximately 16% which is better than many other campuses in our state campus group.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Above average mobility within the African American population. Root Cause: A majority of our African American students live in an apartment complex with expiring lease date and thus increase mobility when leases are not renewed. Current students move out and new students are moving in.
The data used for our needs assessment is derived directly from the results of our STAAR Performance, TEA Accountability tables, A4E, data from PEIMS, OnTrack, and HISD Student Information System. All the work is grounded in the concepts of professional learning communities.

Student Learning Analysis Strengths in student achievement: Our students have made growth these past years in some areas, and we strive to continue to increase the levels of performance in the coming years.

The school year 2016 – 2017, we earned Met Standard Rating with distinctions, and won the Gold Award from the National Center of Urban School Transformation. In 2017 – 2018, we earned Met Standard Rating and 5 Distinction Designation, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. The school year 2018 – 2019, we earned Met Standard Rating, and 6 Distinction Designation, ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps. During the 2019 - 2020 due to Covid-19 pandemic, STAAR state testing was waived, therefore no STAAR data is available for this school year. School Year 2020-2021 revealed our first data points since the pandemic impacted the school systems and processes.

Our goal for this current year, 2021-2022, is to recover and achieve growth that will allow us to maintain TEA Met Standard Rating, increase the percentage of students who obtain Meets Grade Level Standard and Masters Grade Level Standard, and maintain the performance measures that allow us to earn 6 Distinction Designation achievement. Burbank Elementary met the target set by TEA for the three domains in 2018-2019. We obtained a scaled score of 91 in Student Achievement (Domain 1), 92 in School Progress/Relative Performance (Domain 2), and 96 in Closing the Gaps (Domain 3), with an Overall Rating of 93. The percentages of students who Approaches Grade Level Standard in the data used for our Needs Assessment is derived directly from the STAAR results of 2017-2019, AEIS, PEIMS, PowerSchool, and district and campus progress monitoring data resources. Our planning process is derived from the work of Dr. Bernhardt and Dr. Reeves and can be found in the HISD Continuous School Improvement Planning Guide. Burbank has a series of programs that guide our goal setting and needs assessment process. 56% of our students are EL’s; 18% of our students are Gifted and Talented. Burbank has 6.5% of our students as Special Education. Burbank Met Standard with an A-Rating for the 2018-2019 School Year. No Data was available for 2019-2020.

As we closed out 2020-2021, our STAAR Data and TELPAS data was released. Burbank Elementary has a strong STAAR participation rate of 98% in Spring 2021. This allows us to have a strong picture of our current performance base line. Across the performance groups, 67% of our students passed the STAAR test at Approaches, 37% Meets Performance, and 17% Master Performance.

Please see table below for STAAR 2021 overall campus performance by subject area:

<table>
<thead>
<tr>
<th>Performance Category/Assessment</th>
<th>All Subjects</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>17%</td>
<td>17%</td>
<td>24%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Meets</td>
<td>37%</td>
<td>36%</td>
<td>43%</td>
<td>34%</td>
<td>20%</td>
</tr>
<tr>
<td>Meets</td>
<td>67%</td>
<td>68%</td>
<td>73%</td>
<td>71%</td>
<td>45%</td>
</tr>
<tr>
<td>DNM</td>
<td>33%</td>
<td>32%</td>
<td>27%</td>
<td>29%</td>
<td>55%</td>
</tr>
<tr>
<td>Domain 2- School Progress</td>
<td>40/47 - DNM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain 3- Closing Gaps</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See table below for STAAR 2021 Data by Subgroup Performance for **ALL SUBJECTS**:
Based on these numbers, and TEA research within our campus group, we performed in the upper bounds of state campus group. However, we performed significantly below our typical annual performance history. Root cause analysis indicated the lack of education best practices around virtual instruction models, teaching using the concurrent model were active challenges for teachers. From a parent perspective, the choice to keep students home for virtual learning but lacking the ability to devote the daily time and attention to support their child due to having to work was a barrier to ensure their child was fully engaged in the virtual classroom. Another barrier was student familiarity of learning and assessing in an online platform. All students in Grades 3-4 tested using the STAAR Online Platform, a model and modality new to students and teachers.

Student Learning Strengths

STRENGTHS: TEA ACCOUNTABILITY- Domain 1:91, Domain 2: 92, Domain 3:94, Overall Rating: A Distinctions: 6 of 6 Strengths in Reading: 5 Reading 96% met approaches, 4th Reading 90% met approaches; 3rd Reading combined 85% of students met approaches; 4th Writing 80% of students met approaches 3rd- 5th Reading Masters Performance: 28%,27%, 26%. Strengths in Math: 5th Grade Math 96% met approaches, 5th Math 67% met Masters Level, 4th Math 94% of all students met approaches, 4th Math 59% met Masters Level, 3rd Math Combined 91% of students met approaches, 3rd Math 38% met Masters Level. Strengths in Science: 95% of all students met approaches in 5th Science, 5th Science 50% met Masters Level. Burbank historically has maintained strong performance due to strong instructional systems and vertical alignment in programming. Continuing to maintain fidelity to these systems will allow Burbank to continue to build upon the learning strengths of all our students as we rebuild our learning foundation.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Burbank Elementary performance for the STAAR 2021 was 66% Approaches standard and 38% Meets and Masters standard. Root Cause: Burbank Elementary student underperformed the 2019-2020 school year due to lack of experience with online learning models and ability of staff to provide the personalized support based on attendance selections and concurrent instructional model which were new to the landscape of instructional delivery systems for Burbank Elementary.
School Processes & Programs

School Processes & Programs Summary

Literacy Program is build around the balanced literacy framework, or Literacy by 3 district literacy model. It is rooted in the research of Fountas and Pinnell and Columbia University. The core elements of our Literacy Program are the following:

- Morning Message
- Phonological Awareness
- High Frequency Word Routines
- Read Alouds/Shared Reading
- Reading Mini-Lessons
- Reading Workshop
  - Independent Reading
  - Partner Reading
  - Small Group Instruction (Guided Reading/Strategy Groups)
- Phonics Micro-Lesson
  - Phonics Workshop
  - Multisensory Activities
- Interactive Writing/Shared Writing
- Writing Mini-Lessons/Mentor Texts
- Writing Workshop
  - Writing Strategy Groups
  - Writing Conferences
  - Peer Revision and Editing
- Writing Celebrations
- Grammar
- Reading Logs
- Reading Journals
- Writers Notebooks
- Writing Mini-Offices
- Anchor Charts
- Strategies to Habits- Student Goal Setting and Mastery Checks
- Bridging to STAAR Units- Grade 3-5

Our Math Program is aligned with the HISD Go Math Program, utilizing additional research aligned with Kathy Richardson, Number Talks, Singapore Math methodology, and other math educational research. Our math frame work targets computational fluency (Number Sense), problem solving, math vocabulary, and application of math methods.

- Number Talks
- Problem of the Day (Problem Solving Framework & Strategies)
- Math Word Walls
- Writing in the Math Content Area
- Math Journals
- Math Lesson- 5E model
  - Engage
  - Explore
Explain
Elaborate
Evaluate
- Math Workshop- Guided math
  - Math with Teacher
  - Math Fluency & Facts
  - At Your Seat- independent practice
  - Hands On- Concrete Learning Activities
- Math Exit Ticket

Our Science framework follows the 5E Models and incorporates research activities of AIMS, Seeds of Science Literacy Connection, and hands on lab activities:

- Science Vocabulary
- Science Labs - Hands On/Real World Learning Experiences
- Science Journals/Interactive Notebooks
- Science Lesson Framework
  - Engage
  - Explore
  - Explain
  - Elaborate
  - Evaluate
- Science Projects
- Science TEST CONNECTIONS
- Exit Tickets & Assessments

Our Campus supports all learners through our additional academic programs such as Special Education, Response to Intervention, Gifted and Talented, Dyslexia and Sheltered Instruction Programs.

- Special Education support students with learning disabilities through an inclusion and pull-out model
- Response to Intervention is a data driven program support students with identified learning GAPS with acquiring skills and strategies to help them be successful in the Tier 1 classroom.
- Gifted and Talented is a school wide inclusion model. All teachers on campus are GT certified and students are partnered with other GT students in their grade levels. These GT Clusters will engage in grade level instruction and their independent work is directed by the ALP. GT Students engage in one Genius Hour a month, a mentorship program and participate in 2 GT Expos a year.
- Dyslexia program is designed to provide scientifically based dyslexia interventions to students with Dyslexia. We have two interventionists that serve our 44 identified students in English and Spanish.
- Sheltered Instruction program is campus wide, and supports our EL's and students with English Language Deficits. Burbank Elementary has a transitional bilingual program currently serving EL's which comprise 52% of our campus.
- Social Emotional Learning Program is supported by the Second Step SEL Curriculum. Each month has a character theme, and there are weekly lessons the teachers integrate into their classrooms. The campus wide CHAMPS and STOIC programs support the Second Step SEL.
- Fine Arts Magnet Program is comprised of Band, Art, Science Lab, Choir and Musical Theatre, and Computer & Tech lab.

School Processes & Programs Strengths

Burbank Elementary has continuously facilitated strong academic programs in Literacy, Math and Science. Our Intervention program is continuously serving approximately 200
students for a variety of literacy, math and behavioral needs, and leads to strong success in closing the achievement gaps for all learning groups. In addition, Burbank Elementary is able to not only support strong student academic growth, but is successful at analyzing data to identify students with potential disabilities early in their learning journey to mitigate the formation of learning gaps caused by unidentified disabilities. Our students in our Dyslexia program continuously out perform their district peers with Dyslexia.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Burbank Elementary performance for the STAAR 2021 was 66% Approaches standard and 38% Meets and Masters standard. Root Cause: Burbank Elementary student underperformed the 2019-2020 school year due to lack of experience with online learning models and ability of staff to provide the personalized support based on attendance selections and concurrent instructional model which were new to the landscape of instructional delivery systems for Burbank Elementary.

Problem of Practice 2: Students with special needs in the area of special education continuously under perform their non-disabled peers. Root Cause: Students have often struggled early in their learning journey and begin developing low motivation due to experiencing repeated failure. They lack the ability to advocate for themselves when they struggle, and lack experience using scaffolds successfully when working independently. In addition, parents often lack the resources and tools to provide the at home support to further support their child.

Problem of Practice 3: Fine Arts Magnet Program recruitment has declined significantly since August of 2021 due to the consequences of the pandemic. Root Cause: Fine Arts classes such as Band, Musical Theatre, and Art are required to wear masks and social distance which makes the ability to practice and perform as those fine arts are designed is a challenge. Virtual Learning made it challenging to have band and theatre lessons, practices, rehearsals, and programs.
Perceptions

Perceptions Summary

Culture & Climate: The perception of culture and climate at Burbank Elementary is one of excellence, collaboration, and growth. Teachers are highly motivated to learn and deliver best practices of instruction to their students, and thrive in a collaborative environment. Staff at Burbank regularly engage in PLC’s and after school PD experiences to grow their craft which positively impacts student learning outcomes. Parents also trust that our campus instructional program is designed to meet their child's needs and will work with teachers to support actions that will assist in academic and social growth of their child.

Burbank Core Values:

- Excellence
- Determination
- Integrity
- Transparency
- Collaboration
- Accountability
- Solution & Goal Oriented
- Urgency

Burbank Belief Statement:

We are a team of purpose driven people changing the world through cultivating the great potential within each child and adult, preparing each other with the tools to positively and successfully solve challenges in our own world, and the world around us. We believe each child and adult can learn, grow, and achieve excellence, always.

Perceptions Strengths

Burbank is known for being a strong school that helps produce educated scholars prepared for the rigor of middle school. We have multiple programs that are designed to help all types of learners be successful. In addition, we are known for our Fine Arts Programming and after school clubs that nurture the whole child, and allow students to grow their talents and engaging in enrichment aligned with their interests.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Students in the African American subgroup often underperform all other ethnic subgroups. Root Cause: Students often lack the structure and systems needed to achieve successful outcomes. Most students come from single parent households with a working single parent who may not be able to provide the needed support to lead to
successful outcomes.
Priority Problems of Practice

**Problem of Practice 1**: Above average mobility within the African American population.

**Root Cause 1**: A majority of our African American students live in an apartment complex with expiring lease date and thus increase mobility when leases are not renewed. Current students move out and new students are moving in.

**Problem of Practice 1 Areas**: Demographics
Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**
- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- 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
- Local Accountability Systems (LAS) 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
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
• Special programs data, including number of students, academic achievement, discipline, attendance, and progress
• Race and ethnicity 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
• Male / Female performance, progress, and participation data
• Special education/non-special education population including discipline, progress and participation data
• Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
• At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
• 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

Employee Data
• Professional learning communities (PLC) data
• Teacher/Student Ratio
• State certified and high quality staff data
• Campus leadership data
• Campus department and/or faculty meeting discussions and data
• Evaluation(s) of professional development implementation and impact

Parent/Community Data
• Parent surveys and/or other feedback

Support Systems and Other Data
• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Budgets/entitlements and expenditures data
• Study of best practices
Board Goals

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

**Goal 1:** ELAR- The percentage of 3rd Grades performing at or above grade level in reading as measures by the Meets grade Level Standard on STAAR will increase 18% points from 32% STAAR 2021 to 50% STAAR 2022.

**Strategic Priorities:** Expanding Educational Opportunities

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Objective 1: Increase the At/Above benchmark by 20% as measured by R360 BOY to EOY.</td>
<td>Formative</td>
</tr>
<tr>
<td>Evaluation Data Sources: R360, Reading Levels</td>
<td>Nov</td>
</tr>
<tr>
<td>HB3 Board Goal</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** Implement small group instructions in Grades K-5 with fidelity. (Guided Reading, Strategy Groups, Phonics Small Group)

**Strategy's Expected Result/Impact:** By utilizing best practices of instruction aligned with research we will be able to close the reading level GAP and reduce the number of below level readers by 30% as measures by R360BOY to EOY.

**Staff Responsible for Monitoring:** Teachers, Teacher Specialists, Reading Interventionists, Principal

**Action Steps:** Professional Development provided to all teachers based on need in the area of literacy small group instruction. Professional Learning Communities focusing on analysis of running records observations and determinations of powerful teaching points to grow readers along the continuum of literacy. Praise Walks and Peer Observations to align and support the implementation of Units of Study and Literacy Workshop with fidelity. High Yield Interventions: Pull-Out, After School, Saturday school and in class small group instruction to meet needs of all ability levels.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** Tutoring Services; Interventionists; Professional Development - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - $75,000

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<tr>
<th>Measurable Objective 2 Details</th>
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<tbody>
<tr>
<td>Measurable Objective 2: Increase the number of students performing at Meets by 10% from DLA 2021-2022 to Mock STAAR 2022</td>
<td>Formative</td>
</tr>
<tr>
<td>Evaluation Data Sources: State Assessment Data, District Assessment Data, Campus Assessment Data</td>
<td>Nov</td>
</tr>
<tr>
<td>HB3 Board Goal</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** Small Group Instruction will be provided in a variety of methods focusing on the 5 components of literacy.

**Strategy's Expected Result/Impact:** Students at the meets level receiving personalized small group instruction and teacher feedback will increase their reading fluency and comprehension to achieve grade level objectives.
**Staff Responsible for Monitoring:** Teachers, Literacy Specialists, Administration

**Action Steps:** Professional Learning Opportunities for Staff Focus on types of small group instruction. Analyze student work samples to identify high impact needs and powerful teach points to accelerate literacy development. PLC's to support collaboration and ability to rehearse new instructional methods for implementation in the classroom. Running Records are administered at targeted intervals to progress monitor students use of reading strategies and level of independence with text.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** Small Group Student Text - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $5,000, Professional Development - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $8,000

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<table>
<thead>
<tr>
<th>Measurable Objective 3 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> Increase the number of readers at/or above reading level by 30% from BOY to EOY as measured by benchmark running records</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> R360 Intervention and Urgent Intervention Levels</td>
<td>Nov</td>
</tr>
<tr>
<td>BOY MOY and EOY Reading Level Data</td>
<td></td>
</tr>
<tr>
<td>State, District and Campus Assessments</td>
<td></td>
</tr>
<tr>
<td><strong>HB3 Board Goal</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

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**Strategy 1:** Implement HB3 Reading Academic strategies in K-1 with fidelity.

**Strategy's Expected Result/Impact:** By providing targeted intervention support using best practices and student data we will decrease the number of student in Urgent Intervention and Intervention based on R360 and reading levels.

**Staff Responsible for Monitoring:** Literacy Teachers, Literacy Interventionists, Literacy Specialist, Special Education Chair, and Administration

**Action Steps:** Pull Out RTI
- Classroom Small Group Instruction
- MyOn Reading Minutes Expectations - 30 minutes weekly
- Independent Reading Expectations - 100 minutes weekly
- After School and Saturday Intervention Tutorials

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources:** Intervention Personell - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $120,000

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Campus #122

November 5, 2021 1:58 PM
**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 measures by the Meets Grade Levels Standard on STAAR will increase 15% points from 38% Meets on STAAR 2021 to 53% STAAR 2022.

**Strategic Priorities:** Expanding Educational Opportunities

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> The performance of students in Grades 4 and 5 in Category 1: Numbers, Operations, and Quantitative Reasoning will increase by 8% from STAAR 2021 to MOCK STAAR 2022.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td>Nov Jan Mar June</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Monthly Campus Common Assessments to determine proficiency and mastery performance in Guided Math Classrooms. R360 Progress Monitoring Reports HB3 Board Goal</td>
<td></td>
</tr>
</tbody>
</table>

**Strategy 1:** Teachers will implement Guided Math Instruction with fidelity.

**Strategy's Expected Result/Impact:** Students will be able to practice skills aligned with their personal needs and close GAPS reducing the number of students who DID NOT MEET standard on STAAR 2022 and Increase the number of students achieving MEETS and MASTERS on STAAR 2022.

**Staff Responsible for Monitoring:** Teachers, Math Specialist, Administrators, Principal

**Action Steps:** Attend PD opportunities at the District, Campus, and PLC sessions. Create a Guided Math Weekly Schedule to post in classroom. Develop Guided Math Lesson plans and noted in weekly lesson plan framework. Teachers will facilitate learning through Guided Math Groups 3x per week.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1

**Funding Sources:** Guided Math Instructional Resources, Manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,500, Guided Math Professional Learning Time - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $5,000

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<table>
<thead>
<tr>
<th>Measurable Objective 2 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 2:</strong> The number of students performing OnWatch/At or Above benchmark will increase by 15% from BOY to MOY and MOY to EOY as measures by Ren360.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td></td>
<td>Nov Jan Mar June</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Formative Assessment Reports HB3 Board Goal</td>
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</tbody>
</table>

**Strategy 1:** Teachers will include a Number Talk Routine in daily schedule 4x per week.

**Strategy's Expected Result/Impact:** Student who engage in Number Talks will further develop in their computational fluency skills with stronger automaticity thus reducing the number of DNM by 25% and increasing the meets and masters performance percentage.

**Staff Responsible for Monitoring:** Teachers, Math Specialist, Administration, Interventionists
Action Steps: Teachers will engage in Number Talks PD and PLC's.
Teachers will rehearse Number Talks in PLC's with their colleagues
Teachers will engage students in number talks as a regular instructional routines 4x per week.
Teachers will formally and informally assess students understanding of math fluency and track data.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

Funding Sources: Number Talks Professional Book - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $900

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<thead>
<tr>
<th>Measurable Objective 3 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 3</strong>: 40% Students Identified as DMN on STAAR 2021 will increase performance to Approaches on Mock STAAR 2022, and 30% of students identified as approaches on STAAR 2021 will increase to Meets performance as measures by MOCK STAAR 2022, 20% of students identified as Meets performance on STAAR 2021 will increase to Masters Performance on MOCK STAAR 2021.</td>
<td>Formative Summative</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources</strong>: R360 BOY, MOY, EOY</td>
<td>Nov Jan Mar June</td>
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<tr>
<td>Unit Assessments</td>
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<td>District and Campus Assessments</td>
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</table>

Strategy 1: Teachers will create and implement a system for weekly progress monitoring of student's performance on Imagine Learning intervention program.

**Strategy's Expected Result/Impact**: Student engaging in 60 minutes of Imagine Learning based on their unique skill needs will reduce the number of students achieving DNM on STAAR 2022 and increase the number of Meets and Masters on STAAR 2022.

**Staff Responsible for Monitoring**: Teachers, Math Specialist, Administration

Allocate time in schedule for students to complete IL
Students will complete IL lessons for the week.
Teacher will adjust students program based on the Imagine Math Progress report.

**Title I Schoolwide Elements**: 2.4, 2.5, 2.6, 3.1 - **TEA Priorities**: Recruit, support, retain teachers and principals, Build a foundation of reading and math

**Funding Sources**: Technology- Student Devices - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $10,000
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: SCHOOL PROGRESS - Campus Goal for Domain 2A is 92 and Goal for Domain 2B is 91 in order to maintain A-Rating

Strategic Priorities: Expanding Educational Opportunities

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> 10% of students who scored Meets on Reading DLA 21-22 will demonstrate growth to Masters as measured by Reading MOCK STAAR 2022.</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> Campus and District Assessment data</td>
<td>Nov</td>
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</table>

Strategy 1: Implement small group extended learning opportunities for students at the STAAR 2021 Meets level students.

- **Strategy's Expected Result/Impact:** By focusing on the growth and progress of students at/or above benchmark we can increase our STAAR 2022 Masters performance by 8%
- **Staff Responsible for Monitoring:** Teachers, Content Specialists, Campus Administration, SI Coach, IAT Liaison, Special Education Teachers, Interventionists, Administration
- **Action Steps:**  
  - HB4545 30 hours intervention program  
  - RTI Interventions  
  - Differentiated Small group instruction (Guided Reading/Guided math)  
  - Classroom Small Group Instruction based on ability level and goals  
  - Book Clubs

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Strategy 2: Implement small group extended learning opportunities for students at the STAAR 2021 Masters level students.

- **Strategy's Expected Result/Impact:** By focusing on the growth and progress of students at/or above benchmark we can increase our STAAR 2022 Masters performance by 8%
- **Staff Responsible for Monitoring:** Teachers, Content Specialists, Campus Administration, SI Coach, IAT Liaison, Special Education Teachers, Interventionists, Administration
- **Action Steps:**  
  - HB4545 30 hours intervention program  
  - RTI Interventions  
  - Differentiated Small group instruction (Guided Reading/Guided math)  
  - Classroom Small Group Instruction based on ability level and goals  
  - Book Clubs

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Measurable Objective 2 Details

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<th>Reviews</th>
<th>Formative</th>
<th>Summative</th>
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</table>

**Measurable Objective 2:** 10% of students who scored Meets on Math DLA 21-22 will demonstrate growth to Masters as measured by Math MOCK STAAR 2022.

**Evaluation Data Sources:** Campus and District Assessment data

Strategy 1: Implement small group extended learning opportunities for students at the STAAR 2021 Meets level students.

**Strategy’s Expected Result/Impact:** By focusing on the growth and progress of students at/or above benchmark we can increase our STAAR 2022 Masters performance by 8%

**Staff Responsible for Monitoring:** Teachers, Content Specialists, Campus Administration, SI Coach, IAT Liaison, Special Education Teachers, Interventionists, Administration

**Action Steps:** HB4545 30 hours intervention program
RTI Interventions
Differentiated Small group instruction (Guided math)
Math Workshop
Number Talks

**Title I Schoolwide Elements:** 2.4, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Details

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</table>

**Measurable Objective 3:** 10% of students who scored Approaches on Science DLA 21-22 will demonstrate growth to Meets or Masters as measured by Science MOCK STAAR 2022.

Strategy 1: Implement small group extended learning opportunities for students at the DLA2021-2022 at DNM and Approaches.

**Strategy’s Expected Result/Impact:** Providing extended learning opportunities in a small group format will allow students to obtain mastery of TEKS and increase performance on district and state assessments.

**Staff Responsible for Monitoring:** Teachers, Content Specialists, Campus Administration, SI Coach, IAT Liaison, Special Education Teachers, Interventionists, Administration

**Action Steps:** Pre-Teach Vocabulary
5 E Model of Instruction
Differentiated Small group instruction (TEKS Based)
Science Lab
Science Tutorials
PLC’s to analyze TEKS and Data

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
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-  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 3-5 Reading will increase 5% points from Spring 2019 to Spring 2022.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1</strong>: The percentage of students receiving special education services will increase by 10% from DLA21-22 to MOCK STAAR 2022.</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Data Sources</strong>: OnTrack Reading Level Data</td>
<td>Formative</td>
</tr>
<tr>
<td>State, District, and Campus Assessments</td>
<td>Nov</td>
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<tr>
<td>R360 Reports</td>
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<tr>
<td>System 44 Progress Reports</td>
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</table>

**Strategy 1**: Teachers will create and implement a weekly progress monitoring system to address students' growth with skill deficits.

**Strategy's Expected Result/Impact**: Students receiving personalized interventions will be able to increase performance on STAAR 2022 test by 6 raw score points as a results of personalize TEKS based instruction.

**Staff Responsible for Monitoring**: Special Education Teachers, IAT Chair, Classroom Teachers, Content Specialists, Administration

**Action Steps**: TEK Based Scaffolds from HISD Planning Guides
Progress Monitoring Reports
Campus and District Assessment Data
LLI Kits - English and Spanish
System 44
Interventions Master Schedule

**Title I Schoolwide Elements**: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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<thead>
<tr>
<th>Measurable Objective 2 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 2</strong>: 20% of special education students on Reading IEP will increase one performance level as measured by R360 from BOY to EOY.</td>
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<tr>
<td><strong>Evaluation Data Sources</strong>: R360 BOY, MOY, EOY, Progress Monitoring.</td>
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<tr>
<td><strong>HB3 Board Goal</strong></td>
<td>Nov</td>
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</table>

**Strategy 1**: Students in special education reading will engage in System 44 with direct instruction from special education provider weekly with fidelity.

**Strategy's Expected Result/Impact**: Student receiving the System 44 direct instruction, small group and independent practice based on their independent reading levels and goals will increase performance on assessments by 10% on R360 BOY, MOY and EOY

**Staff Responsible for Monitoring**: Teachers, Special Education Chair, Sped Teacher Assistant, Assistant Principal, Literacy Coach, Administration.
**Action Steps:** TEK Based Scaffolds from HISD Planning Guides  
Progress Monitoring Reports  
Campus and District Assessment Data  
LLI Kits - English and Spanish  
System 44  
Interventions Master Schedule  

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools  

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<tr>
<th>Measurable Objective 3 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> 80% of students on special education reading in grades 4 and grade 5 will increase 4 or more raw score points from STAAR 2021 to MOCK STAAR 2022</td>
<td>Formative</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> State, District, Campus Assessments</td>
<td>Nov</td>
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**Strategy 1:** Implement extended learning opportunities for students in grades 3-5 receiving special education services.  

**Strategy's Expected Result/Impact:** By receiving extended day learning opportunities for students in G4-G5 receiving special education services for reading, STAAR 2022 will increase from STAAR 2021 -STAAR 2022.  

**Staff Responsible for Monitoring:** Teachers, Special Education Chair, Sped Teacher Assistant, Assistant Principal, Literacy Coach, Administration.  

**Action Steps:** HB4545 30 hours  
HB3 Academy Strategies  
TEK Based Scaffolds from HISD Planning Guides  
Progress Monitoring Reports  
Campus and District Assessment Data  
LLI Kits - English and Spanish  
System 44  
Interventions Master Schedule  

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - EOY Attendance will be 97% or above.

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

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td>Measurable Objective 1: Maintain or increase attendance monthly compared to the same time each year with goal of 97%</td>
<td>Formative Summative</td>
</tr>
<tr>
<td>Evaluation Data Sources: Weekly Attendance Report</td>
<td>Nov</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue

Strategy 1: Attendance Phone Calls Made daily

Strategy's Expected Result/Impact: School calls to parents of students who are absent before 8:30AM will likely result in parents bringing child to school before 9:30AM ADA time and increase daily attendance rates.

Staff Responsible for Monitoring: Principal, SIR, Attendance Clerks, Teachers

Action Steps: Daily 8:30AM Attendance Folder
Attendance Team Phone Calls from 8:30AM - 9:10AM
Attendance Conferences with Parents of Students who have 2 or more consecutive absences.
Teacher calls daily to follow up on students who are absent using methods in communication plan

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

Funding Sources: Personell - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $4,000, Folders, Paper and Attendance Tracker Forms - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $2,000
Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE- Reduce the number of bullying referrals by 10% from 2019-2020 academic year and create a culture of positive student culture promoting acceptance and belonging.

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

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>Measurable Objective 1: 100% of Students in Grades PK-5 will receive anti-bullying awareness training and tools to successfully manage confrontation in a bullying situation.</td>
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<td>Evaluation Data Sources: HISD Connect Reports</td>
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Strategy 1: Teachers will deliver SEL lessons weekly and incorporate those strategies into their classrooms daily.

Strategy's Expected Result/Impact: SEL lessons delivered weekly will empower students with skills and strategies to successful use strategies to enhance their social and emotional well being.

Staff Responsible for Monitoring: Teachers, Teacher Specialists, Administration

Action Steps: Teachers develop SEL Weekly Lessons
Teachers create SEL Wall that posts the Weekly Skill and Strategies
Teacher verbally promote those strategies and offer opportunitites to practice.
Teacher explicitly compliment a student that successfully uses that strategy.
Acts of Kindness contract will be developed with RTI and Teachers to support goal setting for students who are developing skills.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1

Strategy 2: School will establish community counseling partnerships.

Strategy's Expected Result/Impact: Small group and individual services will help students develop the social and emotional strategies to respond to their world in a positive way and increase academic performance.

Staff Responsible for Monitoring: Teachers, RTI, Administration

Action Steps: Memorial Herman counseling partnership referral through RTI and special education referrals for individualized counseling needs Community in Schools to provide group counseling services

Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: Community in Schools - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - $40,000
Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION- Campus will develop community partnerships and obtain resources through Wrap Around Services support for students or families facing challenging circumstances.

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

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<thead>
<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td>Measurable Objective 1: Promote the SAF process and Wrap Around Services to Parents and Community</td>
<td>Formative</td>
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<tr>
<td>Evaluation Data Sources: SAF Weekly Report</td>
<td>Nov</td>
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<tr>
<td>Student at the Center Meeting Data</td>
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<tr>
<td>Develop Campus and Community Partnerships to meet family needs as a way to improve violence prevention</td>
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</table>

Strategic 1: Promote Wrap Around Services through Monthly Campus communication publications such as Websites, WAS Flyers and make the SAF Process easily accessible to families.

Strategy's Expected Result/Impact: Parents and Students who are able to reach out for help in stressful situations and receive support for during those times will be more likely successful in preventing violent events.

Staff Responsible for Monitoring: Administration, Wrap Around Services.

Action Steps: Wrap Around Specialist will communicate SAF updates to Principal
Wrap Around Specialist will promote services to the community through multiple media methods
Wrap Around Specialist will be visible during arrival, dismissal and cafeteria duty times to build relationships with students in order to identify needs and match with resources.
Wrap Around Specialist will attend campus Parent Involvement Events to build relationships with parents and promote campus and community partnerships.

Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools
Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION - Increase the number of students in special education meeting the meets performance standard by 10% in STAAR 2022 compared to STAAR 2021

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

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<tr>
<th>Measurable Objective 1 Details</th>
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<tr>
<td><strong>Measurable Objective 1:</strong> Increase reading levels of special education students by at least 3 reading levels through increased use of best practices of instruction.</td>
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<tr>
<td><strong>Evaluation Data Sources:</strong> OnTrack Reading Level Data</td>
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<td>State, District, and Campus Assessments</td>
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<td>System 44 Progress Reports</td>
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<td>HB3 Board Goal</td>
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Strategy 1: Train Teachers on LLI kit for K-2 students and System 44 for grades 3-5.

**Strategy's Expected Result/Impact:** By using systematically designed literacy instruction rooted in best practices, students with reading disabilities will be able to make the targeted reading level progress as outlined by their IEP's.

**Staff Responsible for Monitoring:** Special Education Teachers, General Education Teachers, Special Education Chair and Administration.

**Action Steps:**
- Train Sped Teachers on Touch Phonics
- Train Sped Teachers on LLI Kit
- Train Sped Teachers and Sped Teacher Assistants on System 44 program

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

**Funding Sources:** Professional Development - 1991010007 - General Fund - Special Education - 6100 - Payroll - $1,000, Touch Phonics Replenishment - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $1,500, System 44 Replenishment - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - $3,000
Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
The percentage of 3-5th grade special populations students at the approaches grade level or above will increase by 10% in ELA Reading and Math in each performance category.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

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<tr>
<td><strong>Measurable Objective 1</strong>: Increase the performance of EL students through 100% of teachers in K-5 will receive training on Sheltered Instruction Strategies and support for implementation.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources</strong>: ELD Progress Monitoring Reports</td>
<td>Nov</td>
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<tr>
<td>Lesson Plans incorporating ELPS and SI strategies</td>
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<td>Daily Language Objectives</td>
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<td>TELPAS reports</td>
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<td>HB3 Board Goal</td>
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**Strategy 1**: Train Teachers on SI strategies and Sheltered Instruction Model

**Strategy's Expected Result/Impact**: By using systematically designed sheltered instruction best practices, students with English language deficits will be able to make the targeted language progress as outlined by their LEP status.

**Staff Responsible for Monitoring**: Classroom Teachers, Sheltered Instruction Coach and Administration, Content Area Specialists

**Action Steps**: Sheltered Instruction Power Point
School Instruction Professional text
HISD SI Academy
PLC incorporating ELPS and SI strategies into each content area
After School SI Professional Development by Sheltered Instruction Coach

**Title I Schoolwide Elements**: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

**Funding Sources**: Sheltered Instruction Professional Resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - $1,500

**Strategy 2**: Dyslexia Students will receive systematic and cumulative interventions based on student individual needs and building upon their strengths.

**Strategy's Expected Result/Impact**: Increase students with Dyslexia performance on campus and district assessments by 10% at each assessment cycle.

**Staff Responsible for Monitoring**: Dyslexia Specialist, Classroom Teacher, Dyslexia Administration, Principal, Teacher Specialists

**Action Steps**: Dyslexia Progress monitoring
Campus and District Data
Dyslexia Strategies monitoring student use in Tier 1 instruction- Classroom Teacher and Dyslexia Interventionist
Designated Supports

**Title I Schoolwide Elements**: 2.4, 2.5, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
## Measurable Objective 2 Details

**Measurable Objective 2:** 100% of Non-Continuously Enrolled African American and Special Education increase performance by 10% at each assessment cycle and improve performance level by mastery of 6 raw score points as measured by STAAR 2021.

**Evaluation Data Sources:** Tutorials Attendance  
Campus Progress Monitoring  
PLC to analyze data and plan interventions  
HB3 Board Goal

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### Strategy 1: House Bill 4545 TEKS based interventions for 30 hours annually

**Strategy's Expected Result/Impact:** Students receiving the 30 hours of TEKS based interventions will close gaps and increase STAAR performance by 6 questions.

**Staff Responsible for Monitoring:** Special Education Teachers, IAT Chair, HB4545 ALC Liaison, Classroom Teachers, Content Specialists, Administration

**Action Steps:**  
HB4545 Training and Planning  
TEK Based Scaffolds from HISD Planning Guides  
Progress Monitoring Reports  
Campus and District Assessment Data

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

### Strategy 2: Students will receive RTI Services and bi-weekly or weekly progress monitoring in alignment with skill deficits to close the achievement gaps.

**Strategy's Expected Result/Impact:** Students receiving personalized interventions will be able to increase performance on STAAR test by 6 questions.

**Staff Responsible for Monitoring:** Special Education Teachers, IAT Chair, Classroom Teachers, Content Specialists, Administration

**Action Steps:**  
TEK Based Scaffolds from HISD Planning Guides  
Progress Monitoring Reports  
Campus and District Assessment Data  
LLI Kits - English and Spanish  
Interventions Master Schedule

**Title I Schoolwide Elements:** 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT- Increase VIP parent participation by 10% compared to 19-20 and SDMC strategies to increase parent involvement.

Strategic Priorities: Expanding Educational Opportunities

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<tr>
<th>Measurable Objective 1 Details</th>
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<tbody>
<tr>
<td><strong>Measurable Objective 1</strong>: Increase VIP by 10%</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Evaluation Data Sources</strong>: Sing-In Sheets, VIPS Rosters</td>
<td>Nov</td>
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<thead>
<tr>
<th>Strategy 1: VIPS Coordinator will promote recruitment events for each VIPS meeting and at Campus Instructional Night Events.</th>
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<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Through increased awareness and personal testimonials, new parents will become informed and enlist in volunteering opportunities.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: VIPS Coordinator, Principal</td>
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</tbody>
</table>
| **Action Steps**: Current parent contact information in power school
Announce events on Website, Twitter, School Messenger, Teacher Dojo, and Flyers |
| **Title I Schoolwide Elements**: 2.4, 2.5, 2.6, 3.1 - **TEA Priorities**: Improve low-performing schools |

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<tr>
<th>Strategy 2: Increase parent participation in campus events by 15%</th>
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<tbody>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: Increase parent involvement leading to increased academic outcome for students.</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: VIPS Coordinator, Title 1 Coordinator, Administration, Wrap Around Specialist</td>
</tr>
</tbody>
</table>
| **Action Steps**: Announce events on Website, Twitter, School Messenger, Teacher Dojo, and Flyers
Promote campus partnerships |
| **Title I Schoolwide Elements**: 2.5, 3.1, 3.2 - **TEA Priorities**: Improve low-performing schools |
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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Immunization data entry and state reporting for all students completed by SCHOOL NURSE:</td>
<td>Nov</td>
</tr>
<tr>
<td>Estimated number of students to be screened:</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Strategy 1: Nurse Johnson will monitor and implement immunization reporting.

Strategy's Expected Result/Impact: Monitoring immunizations will decrease risk of communicable diseases that negatively impact learning outcomes.

Staff Responsible for Monitoring: Campus Nurse, Administrator

Action Steps: Allocate Time in Schedule to enter Immunization Information
Phone Calls to parent with missing records
Connect families to community partnership for immunization access

Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools

<table>
<thead>
<tr>
<th>Measurable Objective 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 2:</strong> VISION SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> Vision screening records for all applicable students completed by SCHOOL NURSE:</td>
<td>Nov</td>
</tr>
<tr>
<td>Myra Johnson</td>
<td></td>
</tr>
<tr>
<td>Estimated number of students to be screened: 810</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

Strategy 1: Nurse Johnson will create a vision and hearing screening calendar with ability to evaluate all grade levels

Strategy's Expected Result/Impact: Students with vision and hearing needs will be identified so needs may be addressed minimizing barriers to learning and increasing academic outcomes.

Staff Responsible for Monitoring: Nurse, Administration
**Action Steps:** Nurse will create campus evaluation calendar  
Teacher assistant to assist with monitoring students  
Data entered for each students within 48 hours of administration of V and H assessments

**Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

<table>
<thead>
<tr>
<th>Measurable Objective 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 3:</strong> HEARING SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
</tbody>
</table>
| **Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Myra Johnson  
Estimated number of students to be screened: 810  
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. | Nov | Jan | Mar | June |

**Strategy 1:** Nurse Johnson will create a vision and hearing screening calendar with ability to evaluate all grade levels

**Strategy’s Expected Result/Impact:** Students with vision and hearing needs will be identified so needs may be addressed minimizing barriers to learning and increasing academic outcomes.

**Staff Responsible for Monitoring:** Nurse, Administration

**Action Steps:** Nurse will create campus evaluation calendar  
Teacher assistant to assist with monitoring students  
Data entered for each students within 48 hours of administration of V and H assessments

<table>
<thead>
<tr>
<th>Measurable Objective 4 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 4:</strong> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</td>
<td>Formative</td>
</tr>
</tbody>
</table>
| **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Myra Johnson  
Estimated number of students to be screened: 450  
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. | Nov | Jan | Mar | June |

<table>
<thead>
<tr>
<th>Measurable Objective 5 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 5:</strong> SPINAL SCREENING at Grades 6 &amp; 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</td>
<td>Formative</td>
</tr>
</tbody>
</table>
| **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. | Nov | Jan | Mar | June |
### Measurable Objective 6 Details

**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.

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

### Measurable Objective 7 Details

**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: Myra Johnson  
Number of AEDs on campus: 3

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov</td>
<td>Jan</td>
</tr>
</tbody>
</table>

Available options:  
- ( ) No Progress  
- ( ) Accomplished  
- ( ) Continue/Modify  
- ( ) Discontinue
Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

<table>
<thead>
<tr>
<th>Measurable Objective 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measurable Objective 1:</strong> Rate of Obese students will drop by 10% from BOY 2021 to EOY 2020.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Evaluation Data Sources:</strong> PE Health and Fitness Assessment</td>
<td>Nov</td>
</tr>
<tr>
<td>Campus Diabetes At-Risk Screener Data</td>
<td></td>
</tr>
<tr>
<td>Campus Health and Wellness Partnership Events</td>
<td></td>
</tr>
</tbody>
</table>

- **No Progress**
- **Accomplished**
- **Continue/Modify**
- **Discontinue**

**Strategy 1:** Students will participate in Health and Wellness Challenges to decrease obesity rates.

**Strategy's Expected Result/Impact:** Students with healthier BMI will have less medical issues impacting learning and thus increasing student academic outcomes.

**Staff Responsible for Monitoring:** PE Teacher, Nurse, Health and Safety Administrator

**Action Steps:**
- Conduct BOY Health and Fitness Assessment
- Create Health and Fitness Challenge students can do in PE, Recess, and at home.
- Progress Monitoring of outcomes
- EOY Health and Fitness Assessment

**Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

**Strategy 2:** Students identified as at-risk for diabetes as measured by screener will improve by 10 at EOY Follow up

**Strategy's Expected Result/Impact:** Students with healthy blood sugar will have increased focus, attention and health leading to improved academic outcomes.

**Staff Responsible for Monitoring:** Nurse, Administration, Health and Safety coordinator

**Action Steps:**
- Meetings with Families to Promote Healthy Habits
- Partnership with PE teacher to progress monitor exercise
- Back Pack Buddies Fruits and Vegetables program

**Title I Schoolwide Elements:** 2.5, 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools
Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)
State Compensatory

Budget for 122 Burbank Elementary School

Total SCE Funds: $185,380.82
Total FTEs Funded by SCE: 5.25

Brief Description of SCE Services and/or Programs

State Comp ED funds are used to support the interventions department through purchasing of resources and personnel to provide academic interventions. In addition, it is used to support resources for the counseling and attendance programs, ensuring students have access to high quality learning.

Personnel for 122 Burbank Elementary School

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gonzalez Rangel, Minerva Itzel</td>
<td>Teaching Assistant-10M</td>
<td>1</td>
</tr>
<tr>
<td>Hutcheson, Meghan</td>
<td>Tchr, Multi-Grade</td>
<td>1</td>
</tr>
<tr>
<td>Sanchez, Julie Martin</td>
<td>Lecturer, Hrly - Degreed</td>
<td>0.25</td>
</tr>
<tr>
<td>Vacant</td>
<td>Tchr, Hrly</td>
<td>1</td>
</tr>
<tr>
<td>Vacant</td>
<td>Tchr, Hrly</td>
<td>1</td>
</tr>
<tr>
<td>Van Roekel, Amber Sue</td>
<td>Tchr, Multi-Grade</td>
<td>1</td>
</tr>
</tbody>
</table>
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 gathering data from all stakeholders.

The data used for our needs assessments is derived directly from the 2018-2019 STAAR results, AEIS, PEIMS data, 2020 MOY campus and district data for progress monitoring. Our planning process framework is derived from the work of Dr. Victoria Bernhardt and Dr. Douglas Reeves and can be found in the HISD Continuous School Improvement Planning Guide. Burbank has a series of programs that guide our goal setting and needs assessment process. 57% of our students are identified as Limited English Proficient (LEP); 18% of our students are identified as Gifted and Talented; and 8% of our students are labeled as Special Education. Burbank achieved an "A Rating" and Met Standard in all 6 areas in 2018-2019 school year. We received all 6 Distinctions. Data was not available for the year 2019-2020.

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:

- Campus Community Surveys
- Campus Instructional Team (Reps from each grade level and department)
- SDMC Meeting
- Data Reports

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:

- Attendance Data Weekly Progress Monitoring
- Discipline Data Bi-Weekly Progress Monitoring
- Academic Data and Goals Bi-Weekly Progress Monitoring
- Socioeconomic and Subgroup Data Assessment Cycle Progress Monitoring
- Community Needs Assessments- BOY MOY EOY

2.3: Available to parents and community in an understandable format and language
The SIP is available to parents in the following locations:

- Campus Website

The SIP was made available to parents by:

- Campus Website Publication

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:

- Access to extended day learning opportunities
- Access to Response to Intervention
- Best Practices of instruction in every classroom
- Campus Social and Emotional Learning Program
- Wrap Around Services and Community Partnerships
- Highly Effective Teacher in every classroom
- Family Engagement Events and Instructional Celebration Events

2.5: Increased learning time and well-rounded education

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

- After School Tutorials
- Saturday School Tutorials
- Internet based personalized learning programs accessible from home (Imagine Learning, MyOn, System 44)
- In-School Intervention Blocks in addition to Tier 1 instruction based on area of need

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: Professional Learning Communities Weekly, Content Area Planning Weekly, After School Pop-Up Professional Development Opportunities.
- Proficient Tier 1 explicit instruction taking place in all content areas: Campus Wide Instructional Framework for all content areas
Bi-weekly AT BATs: Occur as part of the PLC Process
Small Group Instruction based on student data needs: Guided Reading in all literacy classrooms, Guided Math in K-4 Math Classrooms, Small Group Interventions

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 - Cynthia Zamarripa
- Parent - Melissa Perez

The PFE will be distributed

- On the campus website
- Sent home with students

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Email Messenger
- Call Out Messages
- Campus Website
- Campus Flyers
- Teacher Communications Dojo, HUB, Phone Calls

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 7, 2021
- Meeting #1 Alternate - October 8, 2021
- Meeting #2 - November 18, 2021
- Meeting #2 Alternate - November 19, 2021
- Meeting #3 - February 17, 2022
- Meeting #3 Alternate - February 18, 2022
- Meeting #4 - April 14, 2022
- Meeting #4 Alternate - April 15, 2022
## Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Loredo</td>
<td>Teacher</td>
<td>Title 1 - ClassSize Reduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Calle Eilbacher</td>
<td>Teacher</td>
<td>Title 1 - ClassSize Reduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Stephanie Ortiz</td>
<td>Teacher</td>
<td>Title 1 - Class Size Reduction</td>
<td>Yes</td>
</tr>
<tr>
<td>Vanessa Ferrer Arin</td>
<td>Teacher</td>
<td>Title 1 - ClassSize Reduction</td>
<td>Yes</td>
</tr>
</tbody>
</table>
## Campus Funding Summary

### 1991010001 - General Fund - Regular Program

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Small Group Student Text</td>
<td>6300 - Supplies and Materials</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Professional Development</td>
<td>6100 - Payroll</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>Intervention Personell</td>
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<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Guided Math Instructional Resources, Manipulatives</td>
<td>6300 - Supplies and Materials</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Guided Math Professional Learning Time</td>
<td>6100 - Payroll</td>
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<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>Number Talks Professional Book</td>
<td>6300 - Supplies and Materials</td>
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<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>Technology- Student Devices</td>
<td>6300 - Supplies and Materials</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Personell</td>
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<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Folders, Paper and Attendance Tracker Forms</td>
<td>6300 - Supplies and Materials</td>
<td>$2,000.00</td>
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<tr>
<td></td>
<td></td>
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<td><strong>Sub-Total</strong></td>
<td></td>
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</tr>
</tbody>
</table>

### 1991010006 - General Fund - Bilingual

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>Sheltered Instruction Professional Resources</td>
<td>6300 - Supplies and Materials</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Sub-Total</strong></td>
<td></td>
<td><strong>$1,500.00</strong></td>
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### 1991010007 - General Fund - Special Education

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<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
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</thead>
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<tr>
<td>5</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>Professional Development</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>4</td>
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<td>1</td>
<td>System 44 Replenishment</td>
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<td></td>
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<td></td>
<td><strong>Sub-Total</strong></td>
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<td><strong>$5,500.00</strong></td>
</tr>
</tbody>
</table>

### 2110000000 - Title 1 Basic Programs

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>Tutoring Services; Interventionists; Professional Development</td>
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<tr>
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<td></td>
<td><strong>Sub-Total</strong></td>
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<td><strong>$75,000.00</strong></td>
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### 2890000000 - Federal Special Revenue

<table>
<thead>
<tr>
<th>Board Goal</th>
<th>Goal</th>
<th>Measurable Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>Community in Schools</td>
<td>6200 - Contracted Services</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>Board Goal</td>
<td>Goal</td>
<td>Measurable Objective</td>
<td>Strategy</td>
<td>Resources Needed</td>
<td>Account Code</td>
<td>Amount</td>
</tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$40,000.00</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$40,000.00</td>
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<tr>
<td></td>
<td>$279,400.00</td>
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</table>

Sub-Total $40,000.00

Grand Total $279,400.00
Addendums
<table>
<thead>
<tr>
<th>PD Dates</th>
<th>PD Format</th>
<th>PD Topic</th>
<th>Resources Needed</th>
<th>Person Responsible</th>
<th>SIP Goal Alignment</th>
</tr>
</thead>
</table>
| Aug. 16  | In-Person | **State of the School:** Vision, Mission, Data, Values, Team Building  
**Handbook Rotation- Campus and District Policies**  
**Instructional Frameworks & Resources:**  
- Math  
- Reading & Writing  
- Science/Social Studies | Staff Handbook  
Presentation Platform  
Technology Instructional Frameworks  
20-21 Performance Data  
Curriculum Resources | Principal  
Literacy Coach  
Math Coach  
Science Coach  
Assistant Principal  
Tech Specialist | G1,G2,G3,G4,G5 |
| Aug. 17  | In-Person | **Instructional Frameworks & Resources:**  
- Math  
- Reading & Writing  
- Science/Social Studies  
**Grade Level Team Meeting:**  
- Homework  
- Communication Plan  
- Goals  
- Extra Duty Schedules  
- Gradebook Categories & Set up  
- Classroom Management Plans  
- Restroom & Recess Schedules | Presentation Platform  
Technology Instructional Frameworks Instructional Leaders  
20-21 Performance Data  
Curriculum Resources Team Leader Agendas Team Leader Guide Goal Setting Framework Restroom & Recess Blocks | Principal  
Literacy Coach  
Math Coach  
Science Coach  
Assistant Principal  
Tech Specialist | G1,G2,G3,G4,G5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Event Name</th>
<th>Description</th>
<th>Coordinators</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Aug. 18</td>
<td>In-Person</td>
<td><strong>District Teacher Prep Day</strong></td>
<td>Teachers work in classrooms to establish high quality learning environments.</td>
<td>District Leadership Administration Teacher Specialist</td>
<td>G1,G2,G3,G4,G5</td>
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<td>Aug. 19</td>
<td>Virtual</td>
<td><strong>District Job Alike/Academic Training Day</strong></td>
<td>Teachers attend district Job-Alike, Laptops, Wifi, District Course Codes</td>
<td>District Leadership District Instructional Leaders Administration</td>
<td>G1,G2,G3,G4,G5</td>
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<td>Aug. 20</td>
<td>In-Person</td>
<td><strong>Instructional Frameworks &amp; Resources:</strong></td>
<td>Presentation Platform Technology Instructional Frameworks Instructional Leaders 20-21 Performance Data Curriculum Resources Second Step Lesson Model Discipline Handbook RTI Student Rosters</td>
<td>Administration Teacher Specialists Special Education Chair IAT Liaison Sheltered Instruction Coach Dyslexia Interventionist</td>
<td>G1,G2,G3,G4,G5</td>
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<td>Sept. 17</td>
<td>In-Person</td>
<td><strong>Compliance Courses/HB3- 1 hour</strong></td>
<td>Guided Math Framework Number Talks Resources Guided Reading Framework Reading Levels Science Framework</td>
<td>Administration Teacher Specialists IAT Liaison Sheltered Instruction Coach Dyslexia Interventionist</td>
<td>G1,G2,G3,G4,G5</td>
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</table>

**Comments:**
- **Instructional Frameworks & Resources:**
  - Math
  - Reading & Writing
  - Science/Social Studies
  - Special Populations Supports & Best Practices
    - Special Education
    - Dyslexia
    - RTI & R360
    - LEP
  - Social Emotional Learning Program
    - Second Step & CHAMPS
    - Discipline Framework
- **Compliance Courses/HB3- 1 hour**
  - **Content Area PD- 2.5 Hours**
    - Literacy - Guided Reading
    - Math – Guided Math
    - Science- 5 E Model & Uncovering Misconceptions
  - **Grade Level Long Term Planning- 1 hour**
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<th>Event Type</th>
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<th>RTI Interventions</th>
<th>GT Rosters</th>
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<td>Oct. 4</td>
<td>In-Person</td>
<td>HISD District PD Day</td>
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<td>RTI Interventions</td>
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<td>Feb. 21</td>
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<td>Content Area PD</td>
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<td>• Literacy- Guided Reading</td>
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<td>• Math – Guided Math</td>
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<td>• Science- 5 E Model &amp; Uncovering Misconceptions</td>
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<td>Sheltered Instruction PD</td>
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<td>• Randomizer</td>
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<td>• Think Pair Share</td>
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<td>• Sentence Stems &amp; Starters</td>
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<td>Goal Setting &amp; Data Analysis</td>
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