

**Houston Independent School District**  
**265 Petersen Elementary School**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Petersen Elementary is located at 14404 Waterloo on the Southside of Houston. We are a neighborhood school. Our programs include Transitional Bilingual, ESL, Gifted and Talented, Special Education (SLL, SLC Trek and Resource) and Dyslexia. We serve PreK - 5th Grade scholars.

Our demographic makeup is 78% Hispanic, 20% African American, 1% Asian, 1% White, 45% EB, 13% SPED, 13% GT, 3% Dyslexic and 94% economically disadvantaged. As of the 2022-2023 school year, our staff serves a community of 375 scholars of which 44% are female and 56% are male. The average class size is 20 students. Student teacher ratio is 1 to 22. The attendance rate at the end of the 2021-2022 school year was 91%. The Wraparound Specialist and Counselor conducted home visits to ensure students were attending school regularly. However, we had families that were still not comfortable sending their students to school due to the pandemic, therefore our attendance rate continued to decline.

Our community consists of mostly single-family homes with multiple children. The neighborhood is mostly Hispanic. Some families require government assistance in regard to basic needs such as housing, food and clothing. The majority of our families are low income. Our stakeholders include parents, staff and community members.

### Demographics Strengths

Our campus is located in a supportive neighborhood with a SPARK park behind the school that the scholars have access to during the school day and after school with their families.

The teachers and staff are involved in the student's life by building relationships with families and the community. The staff are highly qualified and work together to effectively support the students. All staff members collaborate with the wraparound specialist to ensure the scholars and their families have their basic needs met.

# 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

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

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Board Goals

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

**Goal 1:** By the end of the 2022 - 2023 school year the percentage of 3rd grade students performing at the Meets Level on the reading STAAR will increase from 40% to 50%







**Strategic Priorities:**








Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the 2022-2023 school year the number of 3rd through 5th grade students who reach Meets on STAAR reading will increase from 40% to 50%

**Evaluation Data Sources:** Reading STAAR

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will track assessment data</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to understand and discuss their progress</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker</p> <p><b>Action Steps:</b> Student Data Binders will be created.</p> <p><b>Title I:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of teachers will receive weekly feedback and coaching from appraisers to improve their instructional practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement highly effective first taught instruction</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker</p> <p><b>Action Steps:</b> Appraisers will internalize and start using the Get Better Faster Scope and Sequence</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will attend targeted intervention <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker <b>Action Steps:</b> Create intervention pull-out schedule  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** The percentage of 3rd through 5th grade students performing at the meets level on STAAR will increase from 41% to 50%



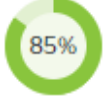
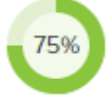


**Strategic Priorities:**








Expanding Educational Opportunities

**Measurable Objective 1:** 100% of math teachers will implement Eureka Math, a high quality instructional material.

**Evaluation Data Sources:** Eureka Mid Module and End of Module Assessments

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and students will track assessment data  <b>Strategy's Expected Result/Impact:</b> Students will be able to understand and discuss their academic progress  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker  <b>Action Steps:</b> Student Data Binders will be created.   <b>Title I:</b>                      2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 100% of teachers will use the Eureka Internalization Protocol to prepare for each math lesson.  <b>Strategy's Expected Result/Impact:</b> Teachers will implement highly effective first taught instruction  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker  <b>Action Steps:</b> Administrative team members will facilitate PLC meeting to guide the lesson internalization process.   <b>Title I:</b>                      2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will attend targeted intervention <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs and Carolina Walker <b>Action Steps:</b> Create intervention pull-out schedule  <b>Title I:</b> 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** Increase the overall scaled score in Domain 1 from 74 to 80.

**Measurable Objective 1:** By the end of the 2022-2023 school year 80% of 3rd-5th grade students will meet standard on the STAAR exam.

**Evaluation Data Sources:** STAAR Results

**HB3 Board Goal**

**Measurable Objective 2:** All Tier 2 and Tier 3 scholars will receive targeted intervention

**Evaluation Data Sources:** Progress monitoring reports

**HB3 Board Goal**

**Measurable Objective 3:** 100% of Tier 3 students will receive targeted intervention and small group support from certified contract service providers.

**Evaluation Data Sources:** Progress monitoring

**HB3 Board Goal**

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

**Goal 1:** 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 assessment will increase.







**Strategic Priorities:**








Expanding Educational Opportunities

**Measurable Objective 1:** Special education student performance levels on Benchmark Running Records will increase by at least 1 reading level from the BOY to the EOY.

**Evaluation Data Sources:** Benchmark running record data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Special Education Department Chair will meet with grade level teams to review IEPs and annual student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Artis Wheatley, Lakenya Spriggs and Carolina Walker</p> <p><b>Action Steps:</b> Ensure all teachers receive each students IEP</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will utilize students IEPs to implement targeted small group instruction to address individual student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Artis Wheatley, Dawn Buie, Lakenya Spriggs and Carolina Walker</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 100% of teachers will attend PLC to review data and to make data driven instructional decisions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement highly effective first taught instruction and small group instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker and Artis Wheatley</p> <p><b>Action Steps:</b> Implement a data dig protocol and schedule specific dates</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 1:** ATTENDANCE

**Measurable Objective 1:** The overall average attendance rate will increase from 91% to 95%

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor grade level attendance data during PLCs. Attendance Committee will meet monthly to analyze student attendance, and set up conferences with parents of students with chronic absenteeism.</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker, Josefa Sanchez and the wraparound specialist</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to implement effective home to school communication to assist with building relationships with students and ensure 100% of parents are signed up on Class Dojo.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective parent and teacher communication which will lead to increased attendance</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker and Tricia Camacho</p> <p><b>Action Steps:</b> All teachers will setup their class on Class Dojo</p> <p><b>Title I:</b> 4.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The wraparound specialist will make home visits and build relationships with families that demonstrate a pattern of excessive tardies and absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker and the wraparound specialist.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** DISCIPLINE

**Measurable Objective 1:** By June 2023, we will reduce the number of students who are sent to the office for level 1 offenses by 10%

**Evaluation Data Sources:** Office referrals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of students referred to office will receive interventions from the Counselor and Wrap Around Specialist  <b>Strategy's Expected Result/Impact:</b> Students will learn self regulation strategies  <b>Staff Responsible for Monitoring:</b> Dawn Buie and Josefa Sanchez</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will create classroom expectations with student input.  <b>Strategy's Expected Result/Impact:</b> Students will take ownership of behavioral expectations.  <b>Staff Responsible for Monitoring:</b> Dawn. Buie, Lakenya Spriggs and Carolina Walker</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student of the Month for each class will be rewarded.  <b>Strategy's Expected Result/Impact:</b> Students will adhere to the behavioral expectations to try to earn student of the month  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Josefa Sanchez, Lakenya Spriggs and Carolina Walker</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

**Measurable Objective 1:** 100% of teachers will implement Social and Emotional learning into their morning routine.

**Evaluation Data Sources:** Social and Emotional Lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of teachers will participate in the SEL beginning of year training provided by the Counselor <b>Strategy's Expected Result/Impact:</b> Teachers will implement effective SEL lessons and strategies <b>Staff Responsible for Monitoring:</b> Dawn Buie and Josefa Sanchez	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of scholars will participate in character education classes provided by the Counselor. <b>Strategy's Expected Result/Impact:</b> Students will learn self monitoring skills <b>Staff Responsible for Monitoring:</b> Josefa Sanchez and Dawn Buie	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** SPECIAL EDUCATION

**Measurable Objective 1:** 50% of our Special Education Students will increase their STAAR Alt results from Satisfactory to Accomplished in both Reading and Math and STAAR results from Did Not Meet to Approaches.

**Evaluation Data Sources:** STAAR Alt and STAAR results











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The number of students mastering their IEP goals will increase to 80% <b>Strategy's Expected Result/Impact:</b> Students will meet their annual goals <b>Staff Responsible for Monitoring:</b> Dawn Buie, Artis Wheatley, Lakenya Spriggs and Carolina Walker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of teachers will implement flexible grouping to ensure students receive targeted specific instruction. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Artis Wheatley, Dawn Buie, Lakenya Spriggs and Carolina Walker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of teachers will implement an effective data tracking system that documents and records student progress towards IEP goals. <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> Artis Wheatley, Dawn Buie, Lakenya Spriggs and Carolina Walker	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Measurable Objective 1:** By June 2023, all students who are identified as Emergent Bilingual (EB) will progress one full year on TELPAS in all four domains: Listening, Speaking, Reading, and Writing.

**Evaluation Data Sources:** TELPAS results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Sheltered Instruction Coach will provide coaching and feedback for all teachers <b>Strategy's Expected Result/Impact:</b> Teachers will implement instructional strategies to assist emergent bilingual students during first taught instruction <b>Staff Responsible for Monitoring:</b> Ms. Syevens, Dawn Buie, Lakenya Spriggs and Carolina Walker	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will complete lessons on Summit K 12 <b>Strategy's Expected Result/Impact:</b> Prepare students for TELPAS <b>Staff Responsible for Monitoring:</b> Ms. Syevens, Dawn Buie, Lakenya Spriggs and Carolina Walker	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

**Measurable Objective 1:** To increase overall parent participation by 20% for after school events by the end of the school year.

**Evaluation Data Sources:** Sign in sheets and participant log from virtual meetings.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Petersen Elementary website and Class Dojo will be updated weekly to reflect campus news and events.  <b>Strategy's Expected Result/Impact:</b> Increased parent attendance at school events  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Josefa Sanchez, Lakenya Spriggs and Carolina Walker</p> <p><b>Title I:</b> 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Petersen Elementary will continue to send home and post a monthly calendar to highlight upcoming events, testing schedule and important dates  <b>Strategy's Expected Result/Impact:</b> Increased parent attendance at school events  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Josefa Sanchez, Lakenya Spriggs and Carolina Walker</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Petersen Elementary will create and maintain a PTO  <b>Strategy's Expected Result/Impact:</b> Create an effective PTO and increase parent engagement  <b>Staff Responsible for Monitoring:</b> Josefa Sanchez, Dawn Buie, Lakenya Spriggs and Carolina Walker</p> <p><b>Title I:</b> 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES

**Measurable Objective 1:** All medical deadlines will be met by the school nurse.

**Evaluation Data Sources:** Health and Human Services Department Deadlines

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By December 1, the School Nurse will promote a safe environment by ensuring 95% of students have completed immunization records through parent contacts, providing vaccination events, and documenting student immunization records and waivers.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be aware of the immunization timelines</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Gemma and Dawn Buie</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hearing and Vision screenings will be completed by the school nurse on or before the deadline.</p> <p><b>Strategy's Expected Result/Impact:</b> Students needing glasses will be identified and their needs will be met</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Gemma and Dawn Buie</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Within the first 30 calendar days of the start of the school year, the School Nurse will utilize the electronic health record to generate a report of students with chronic health conditions (i.e., anaphylaxis, diabetes, seizures, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Students needs will be identified and a plan will be put into place to address individual needs.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Gemma and Dawn Buie</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals

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

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

**Measurable Objective 1:** 85% of Petersen students will meet their end of year Fitness Gram goal.

**Evaluation Data Sources:** Fitness Gram

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will complete exercises related to the Fitness Gram  <b>Strategy's Expected Result/Impact:</b> Increase students overall health  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker and Kevin McCain</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coach McCain will introduce the expectations of the Fitness Gram to the students  <b>Strategy's Expected Result/Impact:</b> Students will understand and work towards the requirements of the Fitness Gram  <b>Staff Responsible for Monitoring:</b> Dawn Buie, Lakenya Spriggs, Carolina Walker and Kevin McCain</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals

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

# State Compensatory

## Budget for 265 Petersen Elementary School

**Total SCE Funds:** \$115,510.00

**Total FTEs Funded by SCE:** 0.1

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

A kindergarten position was being funded out of the it however when we could not fill the position the associate teacher for the kindergarten class was funded out of SCE.

## Personnel for 265 Petersen Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aubreauna Jackson	Associate Teacher	0.1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

**Areas of Need:** Based on the 2022 Accountability rating system, Petersen Elementary is an A rated campus. A variety of data points were used to identify the areas of need for Petersen Elementary, these included: Campus Demographics, Attendance, Discipline, CIRCLE Assessment, Benchmark Running Records, High Frequency Word Exam, Texas English Language Proficiency Assessment System (TELPAS) Composite Growth, and State of Texas Assessments of Academic Readiness (STAAR) performance. STAAR and TELPAS data were used as the key metrics to identify priority needs. We will focus on increasing our Domain I score, Student Achievement. Our 2022 overall Domain I rating was a C. We will also address the needs of our sub populations to ensure the needs of all students are met.

**Focused Strategies and Key Initiatives:** In order for Petersen Elementary to increase student performance and academic growth while closing gaps among student populations we will focus on the following for the 2022-2023 school year:

- By utilizing the new T-TESS framework coupled with the Get Better Faster Scope and Sequence we will provide effective coaching and feedback for teachers to continuously increase their instructional effectiveness with delivering authentic, rigorous first taught instruction that meets the learning needs of all scholars.
- Targeted focus on the first taught instruction and transition of our bilingual students as they acquire the English language to increase achievement and have a positive impact on TELPAS ratings
- Utilize the campus based sheltered instruction coach to provide professional development to establish a stronger foundation of English language acquisition beginning in primary grades through the implementation of clear literacy routines for a more effective transition for our fourth grade and fifth grade bilingual scholars
- Targeted small group instruction and data driven intervention and enrichment support for all tiers of learners with a focus on increasing the number of scholars reading at or above grade level.
- Implementing the use of high-quality instructional materials (Eureka Math TEKS Edition) to ensure alignment with math TEKS standards and to build students conceptual and procedural understanding of mathematics.
- Implementing the use of Zearn Math Online program to positively impact math instruction through grade level lessons with built in differentiation.

#### **Strategic Goals:**

**Reading:** To improve student achievement in reading, by the end of the 2022 – 2023 school year, the average percentage of all students in grades 3, 4, and 5 who take the STAAR Reading will increase from 74% to 80% (Approaches), 40% to 45% (Meets) and 18% to 22% (Masters)

**Math:** To improve student achievement in mathematics, by the end of the 2022- 2023 school year, the average percentage of students in grades 3,4, and 5 who take the STAAR Mathematics will increase from 75% to 80% (Approaches), 41% to 46% (Meets) and 14% to 18% (Masters)

**Science:** To improve student achievement in mathematics, by the end of the 2022- 2023 school year, the average percentage of students in grade 5 who take the STAAR Science will increase from 61% to 70% (Approaches), 28% to 32% (Meets) and 10% to 12% (Masters)

**Attendance:** At the end of the 2022-2023 school year, the Average Daily Attendance rate will increase from 91% to 95%.

**Discipline:** At the end of the 2022-2023 school year, the number of office discipline referrals for Level 1 offenses will reduce by 10% and student out of school suspensions will decrease from 5 to 3.

**Violence Prevention & Safety:** At the end of the 2022-2023 school year, the number of reports regarding student bullying will reduce by 10%.



**Parent & Community Involvement:** By June 2023, 100% of qualifying activities will be completed in order to increase from the Gold Status to the Platinum Status Family Friendly School Certification.

**Special Populations:** At the end of the 2022-2023 school year, 100% of students who are identified as Emergent Bilingual (EB) will progress one full year on TELPAS in all four domains: Listening, Speaking, Reading, and Writing. As measured in Domain III: Closing the Gaps, the student group "Students Receiving Special Education Services" will continue to exceed the TEA target with an outcome of 71.

## **2. Campus Improvement Plan**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Plan is developed with the involvement of parents and Pastor. The meeting was held October 22, 2022

### **2.2: Regular monitoring and revision**

At Petersen Elementary we are monitoring student progress through:

1. Student and teacher data trackers
2. Daily checks for understanding and exit tickets
3. Eureka mid module and end of module assessments
4. Common benchmark assessments

In order to ensure the strategies are working, the leadership team will:

1. Conduct leadership walks
2. Facilitate instructional PLC meetings
3. Appraiser observations

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

The Campus Improvement Plan is available in English and Spanish and we house the CIP on campus and on the school website.

### **2.4: Opportunities for all children to meet State standards**

In order to implement effective strategies for all children to meet State standards the staff at Petersen Elementary will:

1. Participate in PLC meetings with a focus on data driven instructional planning to increase the quality of first taught instruction

2. Participate in department planning sessions
3. Implement Eureka Math school wide
4. Provide targeted intervention for Tier 2 and Tier 3 scholars and after school tutorials
5. Campus based Sheltered Instruction Coach that provides support and training for teachers
6. The school counselor and wraparound specialist will provide individualized support services for students

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

To meet the needs of students at Petersen Elementary we will focus on increasing learning time by monitoring attendance and providing attendance incentives. We have also built intervention time into the master schedule and hired additional staff to assist with intervention.

At Petersen Elementary we will focus on providing a well rounded education by providing enrichment and after school activities. We will also schedule field experiences that are connected to state standards.

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

Petersen Elementary implements numerous strategies to address the needs of all students such as:

1. Targeted professional development
2. Content department planning sessions
3. High quality first taught instruction
4. Small group instruction based on data to address specific student needs
5. Data driven PLCs
6. English Language Proficiency Standards integration into daily lesson plans
7. Counselor and wraparound support to address social

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The School Improvement Plan will be evaluated annually by the Shared Decision Making Committee. The committee will use the following sources of data to evaluate the schoolwide program:

1. State Assessments

2. Common Benchmark Assessments

3. Eureka Mid Module and End of Module Assessments

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

To develop the Parent and Family Engagement Policy input was received from the following individuals:

1. Dawn Buie, Principal
2. Carolina Walker, Teacher Specialist
3. LaKenya Spriggs, Teacher Specialist
4. Josefa Sanchez, Counselor
5. Chanel Garcia, Parent
6. Ronreance Stewart, Teacher

The policy will be posted on the campus website.

### **4.2: Offer flexible number of parent involvement meetings**

Title I Parent Meeting Dates:

- September 27, 2022 - AM
- September 28, 2022 - PM
- October 20, 2022 - AM
- October 20, 2022 PM
- November 2, 2022 - Dads and Donuts
- November 9, 2022 - Moms and Muffins
- March 23, 2023 - PM

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rachel White	Tchr, Class Size Reductions	General	1.00