

Houston Independent School District

224 Red Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Red's mission is to challenge our scholars through the mastery of Math, Science, Technology, and Literacy by engaging every student in high-quality instruction and inquiry-based learning experiences.

Vision

Red's school vision is to embrace diversity, enhance a culture of students' collaborative engagement, as well as to develop critical thinkers with a love for learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Samuel C. Red is a Science, Technology, Engineering, and Math STEM Magnet school that serves students from PK through 5th grade with a diverse student body that includes African American, American Indian, Asian, Hispanic, and white students and students of two or more races. The demographics of percentages by each group are based on the Summer PEIMS submission. Red is a school-wide Title I campus. Students attending Red are primarily transferred from surrounding schools (397 based on HISD Research and Accountability). Our campus provides Bilingual and ESL classes to serve Emergent Bilingual students. Teachers are trained to serve Gifted and Talented students during the school day. Special Education classes and services include Early Childhood Special Education, Skills for Living and Learning, Structured Learning Classroom - Alternative, Resource, and Speech Therapy. On average, our student-to-teacher ratio in Kindergarten to 4th grade is 22 to 1. Fifth-grade classes average a 24 to 1 student-to-teacher ratio. Last school year, attendance was 92.3%. Red has monthly homeroom celebrations for the class with the highest attendance to boost attendance percentage. The data is tracked on a chart in a hallway to motivate student attendance. The office staff and school administrators make phone calls to parents whose child has had 3 consecutive absences.

	Number of Students	Percentage
African American	103	17%
American Indian	1	0%
Asian	24	4%
Hispanic	363	62%
Two or More Races	16	3%
White	83	14%

	Number of Students	Percentage
GT	71	12%
EB	1	30%
SPED	64	11%

	Students	Percentage
Economically Disadvantage	425	70%

Red is supported by an active Parent Teacher Organization, PTO. The PTO raises funds through yearly fundraisers, school events such as an annual carnival, and the After School Care Program. The PTO supports the campus with instructional materials and a part-time Art teacher. PTO also coordinates teacher appreciation events to develop a positive school culture/environment.

Demographics Strengths

Red's demographic strengths mirror the district demographics in percentages by race and ethnicity. Students learn to accept diversity as students collaborate with students of diverse races/ethnicity and with students in SPED self-contained classrooms.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: A low percentage of Emergent Bilingual students in the Approaches Level in 3rd-grade STAAR Reading results. **Root Cause:** A transition year for Emergent Bilingual students from Spanish instruction to all English instruction.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- 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
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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

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: The percentage of 3rd-grade students performing at or above grade level in reading 2023 as measured by the Meets Grade Level Standard on STAAR will increase by 8%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 3rd-grade students will increase their STAAR Reading by 8% at Meets level to 69% from 61% in STAAR 2023 administration

Evaluation Data Sources: Formative assessments aligned to units of study and TEAs interim assessments (November 14 - 16 and March 2023)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Daily Implementation of daily Literacy Block and highly targeted Tier I Small groups Reading/Writing instruction Strategy's Expected Result/Impact: Teachers will provide highly effective RLA instruction to ensure students master objectives. Staff Responsible for Monitoring: Classroom Teachers Dyslexia Interventionists Tutors Administrator Action Steps: Milestones monitoring Unit Assessments, Snapshot assessments, and STAAR Mock assessments Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Results Driven Accountability Funding Sources: Reading resources and Reading consultants - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$15,000	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Daily intervention for Tier 2 and Tier 3 Strategy's Expected Result/Impact: Reduce the number of students in Tier II and III Staff Responsible for Monitoring: Teachers Reading Intervention Teacher Administrators Action Steps: Teachers will provide small group instruction to Tier II and III students Data (R360 and fluency checks) will be monitored for academic growth Milestones monitoring Unit Assessments, Snapshot assessments, and STAAR Mock assessments Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategic reading interventions and Dyslexia intervention services for dyslexic students. Strategy's Expected Result/Impact: Students improved based on the Dyslexia assessment to measure improvement Staff Responsible for Monitoring: Reading/Dyslexia Interventionist Administrators Action Steps: Teachers will provide small group instruction to Tier II and III students Data (R360 and fluency checks) will be monitored for academic growth Milestones monitoring Unit Assessments, Snapshot assessments, and STAAR Mock assessments Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: K- 2nd-grade students will increase at least 5 levels of reading levels in BRR by EOY 2023

Evaluation Data Sources: BRR and Texas KEA BOY, MOY, and EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide implementation of daily Guided Reading and small group reading instruction with effective workstations Strategy's Expected Result/Impact: increase in student reading levels and skills Staff Responsible for Monitoring: Classroom Teachers Dyslexia Interventionist Contract Tutor Administrators Action Steps: BOY, MOY, and EOY assessments Monitoring process Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Reading resources - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hire a contract tutor to provide intervention to Tier II and III first and second-grade students Strategy's Expected Result/Impact: Increase reading fluency, vocabulary, and comprehension Staff Responsible for Monitoring: Teachers Contract Tutor Administrators Action Steps: Identify students needing intervention Schedule students for intervention Monitor student intervention and data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Hire contract tutor - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will participate in RLA PLC to analyze data to review students' progress, identify standards needing to reteach, and share instructional best practices that impact students' performance Strategy's Expected Result/Impact: Reduction of Tier II and III identified students Staff Responsible for Monitoring: Teachers Interventionist Administrators Action Steps: Teachers will complete the Data PLC template Identify students for intervention Identify standards to reteach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </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-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8%

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 3rd-grade students will increase the percentage of students achieving Meets to 55% from 47% in STAAR Math 2023 administration.

Evaluation Data Sources: Formative assessments aligned to units of study and TEAs interim assessments (November 14 - 16 and March 2023)

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Staff Professional Development from Vontoure for all math teachers. Strategy's Expected Result/Impact: Math instruction will be more student-centered and hands-on to develop strong foundational math skills Staff Responsible for Monitoring: Classroom teachers Appraiser/Coach Action Steps: Teachers create classroom assessments Administer district formative assessments Review student math journals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Funds for consultant - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of 3rd-grade students are knowledgeable for their goal/Magic Number before and after each math assessment Strategy's Expected Result/Impact: Students can articulate their math goal Staff Responsible for Monitoring: Math teachers Math Lab Teacher Zearn Coordinator Administrators Action Steps: Students will take BOY, MOY, and EOY R360 screener Data tracking charts Student/teacher conferences to review goals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 1st - 5th-grade students will log in to Zearn 90 minutes a week Strategy's Expected Result/Impact: Improvement in student math skills Staff Responsible for Monitoring: Math teacher Math Lab teacher Technologist Zearn Coordinator Administrators Action Steps: Technology is set up in classrooms for students to log in Classroom schedule for students to use Zearn Teachers will monitor student usage to ensure the 90 minutes a week Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
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Measurable Objective 2: 80% of students will achieve a passing score on the district formative assessments

Evaluation Data Sources: Formative assessment results and Zearn usage reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will utilize Zearn mathematics for 90 minutes per week. Strategy's Expected Result/Impact: Students' math skills will develop and improve Staff Responsible for Monitoring: Classroom teachers Tutors Technology Specialist Math Lead Teacher Appraiser/Coach Action Steps: Teacher created, weekly schedule for Zearn implementation Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Math Lab teacher will provide math intervention to identify students on Thursdays Strategy's Expected Result/Impact: Increase in Tier I students based on R360 data Staff Responsible for Monitoring: Teachers Math Lab Teacher Administrators Action Steps: Teachers will identify students for intervention Math Lab teacher creates intervention schedule Teachers and Math Lab teacher meet to discuss the intervention plan Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Math afterschool tutorials Strategy's Expected Result/Impact: Increase in Tier I students based on R360 data Staff Responsible for Monitoring: Teachers Title I Coordinator Administrators Action Steps: identify students for tutorials based on data Identify teachers for tutorials Monitor student growth Regroup students if necessary Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: After school tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$25,000		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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: 5th-grade students will increase the percentage of students achieving "Meets" to 41% from 31% in STAAR science 2023 administration

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 5th-grade students will participate in 1 hands-on laboratory investigation per week

Evaluation Data Sources: observation and walkthroughs
coaching and feedback log

Strategy 1 Details	Reviews			
Strategy 1: Regular coaching and feedback for 5th-grade science teacher and the Science Lab teacher Strategy's Expected Result/Impact: Student weekly test scores will show growth Staff Responsible for Monitoring: 5th-grade science teacher Lab Science teacher Appraiser Action Steps: Attend Building Blocks of Science 3D Building a master calendar for laboratory investigations Regular monitoring Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Students will utilize a weekly hands-on laboratory investigation in class. Strategy's Expected Result/Impact: Students will develop the science skills to prepare them for the Science STAAR assessment Staff Responsible for Monitoring: 5th-grade science teacher Science Lab Teacher Administrators Action Steps: Collaboration between the 5th-grade science teacher and Science Lab teacher Preparation for hands-on laboratory Supplies and materials provided Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Materials for hands-on laboratory - 1991020003 - General Fund - Magnet Program - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Science Lab teacher will provide intervention for 5th-grade students every Tuesday during the day to identify students Strategy's Expected Result/Impact: Identified students' science skills developed for the STAAR Science administration Staff Responsible for Monitoring: 5th-grade science teacher Science Lab Teacher Administrator Action Steps: Collaboration between 5th-grade science teacher and Science Lab teacher Identify students needing intervention based on data Create the intervention schedule Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: 4th-grade students receiving special education services will increase the percentage of students achieving "Meets" to 57% from 52% in STAAR Reading 2023 administration





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By R360 MOY, students receiving special education services will move at least one tier level

Evaluation Data Sources: R360 reports





Strategy 1 Details	Reviews			
Strategy 1: Students will receive consistent academic instruction from the resource and grade level teachers Strategy's Expected Result/Impact: Students will increase their reading skills by one tier level as measured by R360 Staff Responsible for Monitoring: Teacher Resource Teacher Administrators Action Steps: Students will participate in all R360 administration Use data to track and plan intervention Collaboration between resource teacher and general education teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 4th-grade resource students in need of tutorials will participate in after-school tutorials Strategy's Expected Result/Impact: Increase the percentage of resource students at the Meets level based on STAAR Staff Responsible for Monitoring: Teacher Resource teacher Administrators Action Steps: Students will participate in all R360 administration Use data to track and plan intervention Collaboration between resource teacher and general education teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 4th grade resource students identified as Dyslexic will receive their Dyslexic intervention time weekly Strategy's Expected Result/Impact: Increase the percentage of resource students at the Meets level based on STAAR Staff Responsible for Monitoring: Teacher Resource teacher Administrators Action Steps: Students will participate in all R360 administration to measure growth Collaboration between resource teacher and general education teacher Schedule intervention for all dyslexic students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Dyslexic/Reading Intervention Teacher - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$73,612.30	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: 5th-grade students receiving special education services will increase the percentage of students achieving "Meets" to 55% from 50% in STAAR Reading 2023 administration

Evaluation Data Sources: R360 reports

Strategy 1 Details		Reviews			
Strategy 1: Students will receive consistent academic support from resource and grade level teachers Strategy's Expected Result/Impact: Students will increase their academic by one tier level as measured by R360 Staff Responsible for Monitoring: Teacher Resource teacher Administration Action Steps: Students will participate in all R360 administration Use data to track and plan intervention Collaboration between resource teacher and general education teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 5th-grade resource students in need of tutorials will participate in after-school tutorials Strategy's Expected Result/Impact: Increase the percentage of resource students at the Meets level based on STAAR Staff Responsible for Monitoring: Teacher Resource teacher Administrators Action Steps: Students will participate in all R360 administration Use data to track and plan intervention Collaboration between resource teacher and general education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: 5th-grade resource students identified as Dyslexic will receive their Dyslexic intervention time weekly Strategy's Expected Result/Impact: Increase the percentage of resource students at the Meets level based on STAAR Staff Responsible for Monitoring: Teacher Resource teacher Administrators Action Steps: Students will participate in all R360 administration Use data to track and plan intervention Collaboration between resource teacher and general education teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Dyslexic/Reading Intervention Teacher - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$73,612.30		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: ATTENDANCE: The percentage of student attendance will increase from 92.3% to 95% for the school year 2022-23.

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Monthly attendance celebrations for the class with the highest attendance percentage Strategy's Expected Result/Impact: Increase student daily attendance Staff Responsible for Monitoring: Teachers Counselor Wraparound Specialist SIRS Administration Action Steps: Schedule attendance celebrations Monitoring and tracking attendance Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy Funding Sources: Motivational items - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Monthly attendance data tracker Strategy's Expected Result/Impact: Increase monthly attendance percentages Staff Responsible for Monitoring: SIRS Secretary Wraparound Specialist Administrators Action Steps: Data tracker posted in the hallway Secretary and SIRS run monthly attendance reports Administrators post homeroom percentages Monitor monthly percentages Acknowledge homeroom with the highest percentage for the month Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinate parent/administrator meetings for students who have more than 5 absences Strategy's Expected Result/Impact: Increase daily student attendance Staff Responsible for Monitoring: Teachers SIRS Wraparound Specialist Administrators Action Steps: Monitor student absences Set-up parent conferences Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Reduce the number of out-of-school suspensions from 14 to 10 for the school year 2022-23

Evaluation Data Sources: Out-of-school suspension

Strategy 1 Details	Reviews			
Strategy 1: Campus-wide student behavior agreements Strategy's Expected Result/Impact: Students meeting campus expectations Staff Responsible for Monitoring: Teachers Counselor Wraparound Specialist Administration Action Steps: Campus-wide behavior agreement signed by students Posters displayed in the classroom Posters displayed around the campus Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilized Project CLASS to support student social needs to reduce the office referrals by 20% Strategy's Expected Result/Impact: Office referrals reduced Staff Responsible for Monitoring: Teachers Counselor Wraparound Specialist Project CLASS Teacher Administrators Action Steps: Teachers submit a Project CLASS referral Parents are informed of the referral Project CLASS Teacher schedules to meet with the student Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy Funding Sources: Project CLASS Teacher - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Coordinate parent/teacher/administrator conferences for students with more than 2 office referrals Strategy's Expected Result/Impact: Reduce office referrals Increase student expected classroom behavior Staff Responsible for Monitoring: Teachers Parents Administrators Action Steps: Administrator contacts parent Set-up conference with the parent and teacher Discuss student behavior for improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: The campus will be violence-free conducting all HISD required safety drills.

Evaluation Data Sources: Documented all drills

Strategy 1 Details	Reviews			
Strategy 1: Shelter in Place and Intruder Drills are scheduled for the Fall and Spring Semester Strategy's Expected Result/Impact: Red is a safe environment for students, faculty, and staff. Staff Responsible for Monitoring: Teachers Safety Captain Administrators Action Steps: Safety Committee scheduled all safety drills for the year Committee debriefs after all drills to discuss efficiency and improvement Document meeting minutes for the Safety Binder Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of all homerooms will participate in Red Ribbon Week Strategy's Expected Result/Impact: Students understand the impact of being safe and drug-free Staff Responsible for Monitoring: Teachers PE Coach/Safety Captain Counselor Wraparound Specialist Administrators Action Steps: Red Ribbon Week activities planned Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy Funding Sources: Supplies and materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The counselor will meet with students who express concerns about violence. Strategy's Expected Result/Impact: Reduce student anxiety about violence on the campus Staff Responsible for Monitoring: Teachers Counselor Wraparound Specialist Administrators Action Steps: Teacher referrals to the counselor when a student expresses violence Counselor speaks with the parent to share the concern Counselor will obtain consent from the parent for counseling sessions Coordinate counseling sessions with the student Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: 4th-grade students receiving special education services will increase the percentage of students achieving "Meets" to 57% from 52% in STAAR Reading 2023 administration

Evaluation Data Sources: STAAR Reading results

Strategy 1 Details	Reviews			
Strategy 1: Students will receive consistent academic instruction from the resource and grade level teachers Strategy's Expected Result/Impact: The resource students will achieve the 57% at the Meets level on the STAAR Reading assessment Staff Responsible for Monitoring: Teachers Resource Teacher Administrators Action Steps: Resource Teacher will coordinate with the general education teacher to review the student's IEP goals Monitor the student's IEP goals Provide parents IEP progress reports Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Resource students requiring intervention will participate in after-school tutorials Strategy's Expected Result/Impact: The resource students will achieve the 57% at the Meets level on the STAAR Reading assessment Staff Responsible for Monitoring: Teachers Resource Teacher Administrator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Resource students will meet the required 90 minutes of Zearn instruction Strategy's Expected Result/Impact: Increase math skills Staff Responsible for Monitoring: General Education Teacher Technologist Administrator Action Steps: Schedule for students to access Zearn Monitor student usage Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </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: 100% of GT students will have an active GT education plan or Gifted Written Report

Evaluation Data Sources: Power School Special Programs report

Strategy 1 Details	Reviews			
Strategy 1: GT Coordinator trains teachers to create a GEP and GWR for identified students Strategy's Expected Result/Impact: 100% will have GT plan Staff Responsible for Monitoring: GT Coordinator Action Steps: September 17 staff trained on creating a GT plan Title I: 2.4, 2.5, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 100% of identified students will complete a Texas Performance Standards Project Strategy's Expected Result/Impact: Students will have the opportunity to work in groups and individual with other GT students to learn deeply in an interest area, create an original product, and present Staff Responsible for Monitoring: Teacher GT Coordinator Action Steps: Run students through Renzulli interest survey Teacher and students discuss a topic of interest Students in groups or individually create a project to present to their peers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 100% of identified students will participate in the Science Fair Strategy's Expected Result/Impact: Students will have the opportunity to explore science experiments Staff Responsible for Monitoring: Teachers Science Lab Teachers Administrators Action Steps: Students identify their science project Work collaboratively with students Conduct their experiment Share the project Display the project at the Science Fair Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Emergent Bilingual students will achieve the TEA TELPAS target of 36%

Evaluation Data Sources: TELPAS 2023 results

Strategy 1 Details		Reviews			
Strategy 1: 100% of EB students will participate in the English Language Development assessments Strategy's Expected Result/Impact: Increase student skills in all domains (listening, speaking, reading, and writing) Staff Responsible for Monitoring: Teachers Administrators Action Steps: Schedule ELD assessments Monitor testing to include all students Monitor data Support teachers in meeting the instructional needs of EB students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: 100% of EB students will participate in the monthly writing collection samples Strategy's Expected Result/Impact: Increase writing skills for the TELPAS assessment Staff Responsible for Monitoring: Teachers Administrators Action Steps: Teachers received the schedule for writing samples collection Teachers received the writing collection binder LPAC administrator reviews the writing samples Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Supplies - binders - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: EB students needing intervention will participate in after-school tutorials Strategy's Expected Result/Impact: TELPAS results Staff Responsible for Monitoring: Teachers Title I Coordinator Administrators Action Steps: Teachers identify EB students for after-school tutorials Obtain parent consent Schedule tutorials for EB students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Extra duty pay - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$25,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Grade Level (PK - 5th) Parent Meetings will take place in the Fall semester to inform parents of the grade level curriculum expectations, grading policy, projects, and provide parents with instructional strategies to support their child at home. Strategy's Expected Result/Impact: Parents are equipped to support their children at home. Staff Responsible for Monitoring: Teachers Title I Coordinator Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT





Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Red will coordinate parent meetings throughout the school year to earn the Family and Community Engagement Diamond level

Evaluation Data Sources: Parent Sign-In sheets

Strategy 1 Details		Reviews			
Strategy 1: Title I parent meetings scheduled for the year Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Teachers Title I Coordinator Administrators Action Steps: All parent meetings are scheduled on the school's website calendar Flyers will go home in the Tuesday folder reminding parents to schedule parent meetings School Messenger texts will be sent out as reminders for the parent meetings Parent meetings will be posted in ClassDojo as a reminder Coffee and pastries will be provided to parents Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Coffee - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Grade level parent meetings scheduled in the Fall semester Strategy's Expected Result/Impact: Inform parents of grade-level academic expectations, assessments, and promotion standards Staff Responsible for Monitoring: Teachers Title I Coordinator Administrators Action Steps: Invite parents Teachers provide parents with instructional strategies to support their child at home Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy Funding Sources: Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parents will be informed of PTO events and PTO general meetings to increase parent engagement. Strategy's Expected Result/Impact: Increase parental engagement Staff Responsible for Monitoring: PTO Board Principal Action Steps: PTO Board flyers sent home in Tuesday's folder Emails sent to parents to participate Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals**Goal 7:** MANDATED HEALTH SERVICES**Measurable Objective 1:** School Nurse will be 100% in compliance with required screenings.**Evaluation Data Sources:** HISD Data Screeners

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will be 100% in compliance with the vision screening. Strategy's Expected Result/Impact: For students failing the vision screening, the school nurse will contact parents to provide the screening data. Staff Responsible for Monitoring: School Nurse Teacher Administrator Action Steps: Schedule screenings Contact parents of any student who failed the screening Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: School Nurse will be 100% in compliance with the hearing screening. Strategy's Expected Result/Impact: For students failing the hearing screening, the school nurse will contact parents to provide the screening data. Staff Responsible for Monitoring: School Nurse Teacher Administrator Action Steps: Schedule screenings Contact parents of any student who failed the screening Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: School nurse will provide medical attention for students requiring medication during the day. Strategy's Expected Result/Impact: Healthy students Staff Responsible for Monitoring: School Nurse Teacher Administrator Action Steps: Schedule medication time School Nurse will contact parents if there are any concerns or questions Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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: Red will be at 100% providing a safe and healthy environment for all students during the school year.

Evaluation Data Sources: Sign-in sheets

Log sheets

Immunization data

Strategy 1 Details	Reviews			
Strategy 1: All students in 4th grade will participate in the Fitness Gram. Strategy's Expected Result/Impact: Healthy students Staff Responsible for Monitoring: Coach Action Steps: Students will participate in the Fitness Gram during their assigned PE scheduled days and time. Coach will record the Fitness Gram data. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: School Nurse will monitor students' immunization records for data input and reporting. Strategy's Expected Result/Impact: 100% Immunizations Staff Responsible for Monitoring: School Nurse Action Steps: Monitor student immunization records Contact parents if their child is missing an immunization shot Send home parent letters to students requiring an immunization shot Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Medication Administration, including but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-23. Strategy's Expected Result/Impact: Students receiving their medication as prescribed by their medical doctor Staff Responsible for Monitoring: School Nurse Action Steps: School Nurse will be in contact with the parents to document medication administration School Nurse will be in contact with the parents needing medication Title I: 4.2 - TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 224 Red Elementary School

Total SCE Funds: \$86,944.00

Total FTEs Funded by SCE: 1.16

Brief Description of SCE Services and/or Programs

The SCE funds utilized this school year are to provide 11% of the Science Lab teacher position, 30% for the Math Lab teacher, and 75% of the 4th-grade teacher position. Extra Pay Teachers for tutorials for identified students as Tier II and III based on R360 data is allocated \$2,047. Substitute teachers for any teachers attending off-campus professional development are allocated \$2,559. Extra pay/OT support staff is allocated \$2,047 allocated. The general supplies budget string is allocated \$8,524.

Personnel for 224 Red Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cornelia Greer	Multi-Grade Teacher	0.3
Molly Mosley	Multi-Grade Teacher	0.11
Sydney Klimas	Fourth Grade Teacher	0.75

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Red Spring 2022 STAAR 3rd – 5th-grade data: Third-grade students in Reading scored 88% Approaches, 61% Meets, and 46% Masters. Fourth-grade students in Reading scored 89% Approaches, 60% Meets, and 37% Masters. Fifth-grade students in Reading scored 93% Approaches, 54% Meets, and 43% Masters. Third-grade students in Math scored 76% Approaches, 47% Meets, and 36% Masters. Fourth-grade students scored 76% Approaches, 45% Meets, and 28% Masters. Fifth grades students scored 82% Approaches, 55% Meets, and 30% Masters. Fifth-grade STAAR Science results are 65% Approaches, 33% Meets, and 19% Masters. Red will provide families with engaging academic events such as Family Math Night, Literacy Night, STEM Night, Title I Parent Workshops, and grade-level parent meetings to support our Red School Community. After-school and Saturday tutorials will be available for all identified students needing intervention for grades 1st through 5th starting September 19, 2022.

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 using federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

Due to the regression of students' academic skills during the COVID-19 pandemic, students in grades 3rd through 5th grade in both Reading and Math percentage will increase by at least 5% in the level of meets.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

The SDMC member, including teachers, paraprofessionals, parents, and community members, will review and provide input to develop the School Improvement Plan that supports all students' academic growth.

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:

- data analysis from the R360 BOY, MOY, and EOY administration
- data analysis from the interim assessments
- data analysis from the district-level assessment
- data analysis from the STAAR release assessment

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

The SIP is available to parents in the following location:

- main office
- Title I Coordinator's room

The SIP was made available to parents:

- SDMC meeting
- PTO Board meeting

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/standard include these schoolwide reform strategies:

- School-wide configuration board to ensure TEKS is aligned with student activities and assessment
- Do Nows daily implementation for spiral standards needing mastery
- Exit tickets to check for mastery

2.5: Increased learning time and well-rounded education

Red will increase learning time and a well-rounded education for the students, including:

- All students participate in STEM labs -Math, Science, and Computer
- PE education once a week
- Drama class once a week
- Art once a week
- Library once a week
- Accelerated Reading Program school-wide implementation
- Tutorials (Monday - Wednesday) and Saturday
- small group instruction for Tier II and III students

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

An important campus focus is on school-wide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging state academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas
- Proficient Tier 1 explicit instruction taking place in all content areas
- Bi-weekly AT BATs
- Small Group Instruction based on student data needs
- Question Signal Stem Share Assess strategies

- RACE -restate the questions; answer the question; cite text evidence; explain what it means

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

SDMC, along with teachers and the school administration team, will evaluate the SIP to determine if goals need to modify to meet the student's academic needs. Input from parents and teachers will be considered to develop the SIP for the following school year.

4. Parent and Family Engagement (PFE)

4.1: 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 -
- Teacher
- Administrator

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- PK/Kindergarten Workshop
- Grade Level Parent Meetings
- Title I Parent Meetings
- Encourage parents to join and be PTO members

4.2: 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:

- 3rd Grade Level Parent Meeting - September 9, 2022, 8:30 am
- Meeting #1A - September 13, 2022, 8:30 am
- Meeting #1B - September 14, 2022, 4:00 pm
- 4th Grade Level Parent Meeting - September 16, 2022, 8:30 am
- 2nd Grade Level Parent Meeting - September 23, 2022, 8:30 am
- Family and Parent Engagement - September 29, 2022, 3:30 pm

- 5th Grade Level Parent Meeting - September 30, 2022, 8:30 am
- Family and Community Engagement - October 6, 2022, 3:30 pm
- Kindergarten Parent Meeting - October 7, 2022, 8:30 am
- Family and Community Engagement - October 11, 2022, 8:30 am
- PK Grade Level Parent Meeting - October 14, 2022, 8:30 am
- 1st Grade Level Parent Meeting - October 21, 2022, 8:30 am
- Meeting #2A - November 15, 2022, 8:30 am
- Meeting #2B - November 16, 2022, 4:00 pm
- Meeting #3A - January 24, 2023, 8:30 am
- Meeting #3B - January 26, 2023, 4:00 pm
- Meeting #4A - March 7, 2023, 8:30 am
- Meeting #4B - March 9, 2023, 4:00 pm
- Family and Parent Engagement - March 23, 2023, 3:30 pm

5. Targeted Assistance Schools Only

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

Students considered At-Risk, Emergent Bilingual, Gifted and Talented, Magnet Students, averaged students, IAT students, and students identified as Tier II and III will be served by following local policy to ensure their academic growth.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Laura Sandling	Reading Interventionist	Title I	1

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Reading resources	6200 - Contracted Services	\$10,000.00
2	1	1	1	Funds for consultant	6200 - Contracted Services	\$6,000.00
5	2	1	2	Project CLASS Teacher	6200 - Contracted Services	\$5,000.00
5	3	1	2	Supplies and materials	6300 - Supplies and Materials	\$2,000.00
5	5	2	3	Extra duty pay	6100 - Payroll	\$25,000.00
Sub-Total						\$48,000.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	2	2	Supplies - binders	6300 - Supplies and Materials	\$2,000.00
Sub-Total						\$2,000.00
1991020003 - General Fund - Magnet Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	2	Materials for hands-on laboratory	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$5,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Reading resources and Reading consultants	6200 - Contracted Services	\$15,000.00
1	1	2	2	Hire contract tutor	6200 - Contracted Services	\$10,000.00
2	1	2	3	After school tutorials	6100 - Payroll	\$25,000.00
4	1	1	3	Dyslexic/Reading Intervention Teacher	6100 - Payroll	\$73,612.30
4	1	2	3	Dyslexic/Reading Intervention Teacher	6100 - Payroll	\$73,612.30
5	1	1	1	Motivational items	6300 - Supplies and Materials	\$5,000.00
5	6	1	1	Coffee	6300 - Supplies and Materials	\$2,000.00
5	6	1	2	Supplies	6300 - Supplies and Materials	\$2,000.00
Sub-Total						\$206,224.60

Addendums

SIP APPROVAL 2022-2023

School Name and Campus #: Red 224

Principal Name: Octaviano Treviño

School Office: ESO3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 15, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

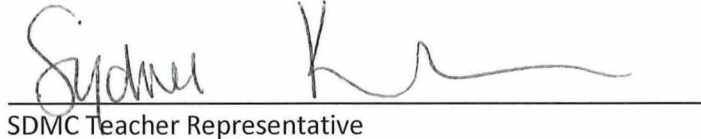

Principal

9-30-2022
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9/30/2022
Date


SDMC Teacher Representative

9/30/2022
Date

School Support Officer/Lead Principal

Date

School Office Assistant Superintendent

Date

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

Date

SIP APPROVAL 2022-2023

School Name and Campus #: Red 224

Principal Name: Octaviano Treviño

School Office: ESO3

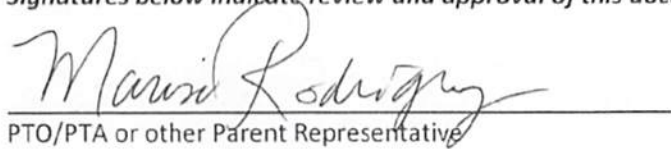
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Principal

9-30-2022
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

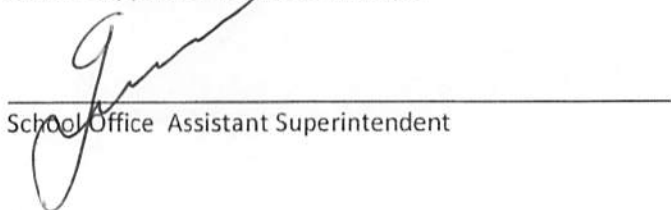
9/30/2022
Date


SDMC Teacher Representative

9/30/2022
Date


School Support Officer/Lead Principal

9/30/2022
Date


School Office Assistant Superintendent

9/30/22
Date

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

Date