

Houston Independent School District
290 Crespo Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

HISD Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

Crespo Mission

We, the educators of Crespo Elementary, are dedicated to providing a meaningful learning environment with respect and fairness where students can achieve their highest potential through academics and Fine Arts.

Vision

HISD Vision

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

Crespo Vision

All students at Crespo benefit from a rigorous curriculum in mathematics, reading, writing, science, and social studies with a strong emphasis placed on literacy across all subject areas. It is our goal that students learn how to analyze information, listen with an open mind, solve problems together and communicate clearly what they understand. These are the skills students will need for work, leadership and continuous learning in the 21st Century.

Core Beliefs

CORE VALUES

C Children First

R Respect

E Excellence

S Support

P Passionate

O Opportunity

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our campus increased the accountability rating from a B in 2018-2019 to an A for the 2021-2022 school year with two Distinction Designations in Math and Comparative Academic Growth. Our campus showed growth by gaining point in domain 2; however, we showed loss in student achievement-domain 1 and closing the achievement gap-domain 3. The 2021-2022 STAAR results for Crespo Elementary reflected the following: In Reading 70% of students met standard at Approaches level, 47% met standard at Meets level, and 24% met standard at the Master's level. Data shows an increase in the meets and master levels compared to 2018-2019. In Mathematics, a 79% of students met standard in Approaches level, 47% met standard at Meets level, and 25% met standard at the Masters level.

There have been slight losses in student achievement due to pandemic. Our focus this year will be on delivering a highly effective first instruction with the support of differentiation through small groups as well as interventions and tutorials to close the gaps created during the pandemic. The literacy block will be implemented with fidelity and our reading teachers will participate in planning for success sessions as well as PD for each component of the literacy block. Data driven instruction and observation and feedback will be key elements in closing the gaps.

Demographics

Demographics Summary

Crespo Elementary demographics are as folow:

Enrollment 534

Economically disadvantage: 94%

Emergent Bilingual: 77%

Special Education: 11%

Gifted and Talented: 8%

Magnet Enrollement: 30%

Demographic Breackdown

Hispanic: 97%

African American: 2%

Anglo/Other: 1%

Attendance rate: 95.49%

Teachers 32

Teacher retantion: 93.75%

Beggining Teachers: 2

1-5 Years of experience: 6

6-10 Years of experience: 6

11-20 Years of experience:15

20+ Years of experience: 3

Crespo Elementary is a Fine Arts magnet program focusing on art, drama, dance and music. Students from K through Second Grade rotate throughout all four fine arts during the week. Students from Third through Fifth Grade have the opportunity to specialize in a Fine Arts of their choice. Our Fine Arts department has partnerships with the Houston Ballet, Houston Symphony, Houston Rodeo, and Performances at the Houston Botanical Gardens. Scholars at Crespo Elementary have an opportunity to participate in extracurricular activities such as University Interscholastic League academic competitions. Reading and math interventions are offered through pull-out and push-in models as well as afterschool tutorials. Our intervention traget students in all levels. The campus has strong partnerships with the Rotary Club, service providers Mission Milby, Centro De Corazon, Navidad en el Barrio, Houston Food Bank, Brigther Bites, Gonzalez Law Firm, and Journey Through Life.

Demographics Strengths

In the 2022 Reading STAAR assessment, 75% of non Emergent Bilingual students scored at the approaches or higher level.

In the 2022 Math STAAR assessment, 82% of non Emergent Bilingual students scored at the approaches or higher level.

In the 2022 Math STAAR assessment, 77% of Emergent Bilingual students scored at the approaches or higher level.

In the 2022 Reading STAAR assessment, 80% of Gifted and Talented students scored at the meets or higher level.

In the 2022 Math STAAR assessment, 93% of Gifted and Talented students scored at the meets or higher level.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: In the 2022 Reading State Assessment, the percentage of Bilingual Emergent students that performed at least at the Approaches level was 69%, 6% lower than the non Bilingual Emergent students. **Root Cause:** High number of student not reading at or above grade level. Gaps created for the lack of continue schooling during pandemic.

Student Learning

Student Learning Summary

- STAAR Reading:
 - Approaches: 70%
 - Meets: 47%
 - Masters: 24%
- STAAR Math:
 - Approaches: 79%
 - Meets: 47%
 - Masters: 25%
- STAAR Science:
 - Approaches: 61%
 - Meets: 22%
 - Masters: 5%

Student Learning Strengths

Based on the 2022 STAAR Performance in Math, the students that performed in the Approches or above is at 79%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: In the 2022 Reading State Assessment, the percentage of students that performed at least at the Approaches level was 70%, 9% lower than the 2018-2019 Reading State Assessment. **Root Cause:** High number of student not reading at or above grade level. Gaps created for the lack of continue schooling during pandemic.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

- HISD Curriculum
- Literacy by 3 Initiative
- Magnet Fine Arts Program
- GT Genius Hour Integration
- Learning Platforms through Clever (RGR, SummitK12, Imagine Learning and Math, IStation Espanol, Freckle, Reflex Math)
- Traditional Bilingual Program

Professional Development

- Really Great Reading Progress Specialist Support
- Career Pathway teachers Professional Development Sessions and Support
- Monthly Planning for Success Reading Sessions
- Weekly PLC Lead by Instructional Leadership Team
 - Week 1- Effective First Instruction Practices. Backwards Planning, Gradual Release Model, language objectives to support our EB population and color coded learning objective including TEKS, TASK, PRODUCT.
 - Week 2- Data Analysis to drive instruction. Small Group Instruction and student Feedback. Developing students individual Learning Goals. Tracking Exit Tickets to adjust and modify instruction.
 - Week 3- Building content areas
 - Week 4- Teaching Strategies/AT BATs

Support Services

- Partnership with the Rotary Club
- Wraparound Services

School Processes & Programs Strengths

- 85% of teachers participate and apply knowledge acquired during weekly PLCs targeting instructional practices and data driven instruction.
- Wraparound services has connected families with non- academic resources outside of campus such as: Free counseling for our scholars needing services through Journey through Life and providing fresh fruits and produce through Brighter Bites and Backpack Buddies food program.
- The partnership with the Rotary Club supports character building programs through the Early Acts First Knights Program.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: For the 2022-2023 school year, 3rd-5th grade reading teachers will require extensive and structured support. **Root Cause:** 80% of 3rd-5th grade teachers are either new teachers or new to the content.

Perceptions

Perceptions Summary

MISSION STATEMENT

We, the educators of Crespo Elementary, are dedicated to providing a meaningful learning environment, with respect and fairness, where students can achieve their highest potential through academics and Fine Arts.

VISION STATEMENT

Every child at Crespo Elementary shall be provided with a meaningful, equitable, and flexible education in a safe learning environment. Through academics and fine arts, our students will become independent and creative thinkers who will build future opportunities for success.

CORE VALUES

C Children First
R Respect for All
E Excellence
S Support
P Passion
O Opportunity for Growth

Perceptions Strengths

We are a FACE Platinum Certified School, the perception of the community is that we are a Family Friendly School.

The campus has an active and involved PTO and parent volunteers.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Lack of Parent and Teacher/ Parent and Campus communication. **Root Cause:** In the last couple of years due to the pandemic restrictions, parents have the perception that they do not have the same access to the school and that makes them feel disconnected.

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
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff 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

- 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: The percentage of 3rd-5th grade students performing at or above grade level in reading (RLA) as measured by the Meets Grade Level Standard on STAAR will increase by 8 % points from 70% in spring 2022 to 78% in spring 2023.

Strategic Priorities:

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








Measurable Objective 1: 85% of our 3rd-5th grade students reading at or above grade level will experience positive tier movement from BOY to MOY to EOY in the Reading Early Literacy Universal Screener.

Evaluation Data Sources: Benchmark Assessments

Benchmark Running Records Universal Screener

BOY, MOY & EOY REN 360 Literacy & Reading

HB3 Board Goal






Strategy 1 Details	Reviews			
Strategy 1: Implement a protocol for effective literacy core instruction and small group instruction. Strategy's Expected Result/Impact: Students reading at/ above grade level Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Angela Villarreal, Lourdes Gaona, ELA Teachers Action Steps: Provide training on the protocol during PLC Protocol Checklist during observation and feedback Monitor the implementation of Literacy by 3 instruction, Daily 5 rotations, and running records through observations and lesson plan reviews and pre/post conferences with teachers Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 45%	 45%	 45%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: The percentage of students showing progress of 10 points or more will increase on every district and campus based summative

assessment .

Evaluation Data Sources: District and campus-based summative assessments






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Targeted small group instruction and campus targeted support plan. Strategy's Expected Result/Impact: Students will show progress of of ten points or more Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Angela Villarreal, Lourdes Gaona, ELA Teachers Action Steps: Monitor delivery of small group instruction and campus targeted support plan. Provide teachers with small group instruction PD. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 3: The percentage of students reading on grade level in grades K-3 will increase from BOY to MOY to EOY by 5% based on the universal screener.

Evaluation Data Sources: BOY, MOY and EOY Universal Screener Data

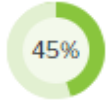




HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Small group instruction based on guided reading levels Strategy's Expected Result/Impact: Students reading on grade level in grades K-3 will increase from BOY to MOY to EOY by 5% based on the universal screener. Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Angela Villarreal, and Lourdes Gaona, Action Steps: Train teachers in Guided Reading small group instruction Students will receive small group instruction based on guided reading levels Track and monitor student progress Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 4: The percentage of students performing at/or above Level (TIER 1) on the Renaissance360 Universal Screener from BOY to MOY to EOY will increase by 5 % based on the reading Universal Screener.

Evaluation Data Sources: BOY,MOY,EOY Renaissance360 Universal Screener.






HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Targeted Instruction via Freckle/ IStation Espanol for differentiated instruction. Strategy's Expected Result/Impact: Students performing at/or above Level (TIER 1) on the Renaissance360 Universal Screener from BOY to MOY to EOY will increase by 5 % based on the reading Universal Screener. Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Angela Villarreal, and Lourdes Gaona Action Steps: -Progress Monitoring assessment for TIER 2 and TIER 3 during the assessment window. -Freckle/ IStation Espanol incorporation during Daily 5 rotations. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 5: 90% of students will be at a level C or higher when exiting Kindergarten.

Evaluation Data Sources: BOY,MOY,EOY Benchmark Running Records

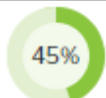




HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Small group instruction based on guided reading levels Strategy's Expected Result/Impact: 90% of students will be at a level C or higher when exiting Kindergarten Staff Responsible for Monitoring: Kindergarten Teachers, Principal Gonzalez, Nora DeLeon, Angela Villarreal, Lourdes Gaona Action Steps: Students will receive small group instruction based on guided reading levels Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 6: 2nd and 3rd grade teachers will complete mandatory HB3 Reading Academy Training.

Evaluation Data Sources: HB3 Reading Academy Module Completion

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: HB3 Reading Academy Training Strategy's Expected Result/Impact: 100% Completion of HB3 Reading Academy Training Modules Staff Responsible for Monitoring: 2nd and 3rd Grade Teachers, Principal Gonzalez, Nora De Leon, Angela Villarreal, Lourdes Gaona Action Steps: 2nd and 3rd grade teachers will complete mandatory HB3 Reading Academy Training. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 77% in spring 2022 to 85% in spring 2023.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: The percentage of students performing at/ above grade level will increase quarterly.

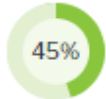




Evaluation Data Sources: Common assessments and District common assessments

Strategy 1 Details	Reviews			
Strategy 1: Math interactive journals, manipulatives, Backwards Planning, DDI protocol to monitor student achievement Strategy's Expected Result/Impact: Students performing at/ above grade level Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Math teachers Action Steps: Implement math interactive journals, manipulatives, continue Backwards Planning, and use DDI protocol to monitor student achievement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Implement researched-based effective and systematic instructional practices in mathematics in grades PK-3 that they can use to help students develop problem-solving skills and and a strong foundation of number sense fluency. Strategy's Expected Result/Impact: Teachers will build their instructional capacity in math instruction and our students' math proficiency levels will increase Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Math teachers Action Steps: Provide math professional development to our teachers, then follow-up with ongoing coaching and feedback Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: The percentage of students showing progress of ten points or more will increase on every common assessment

Evaluation Data Sources: Targeted small group instruction and intervention/ acceleration based on student needs

Strategy 1 Details		Reviews			
Strategy 1: Targeted small group instruction based on student needs Strategy's Expected Result/Impact: Students will show progress. The percentage of students showing progress of ten points or more will increase on every common assessment Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Math teachers Action Steps: Targeted small group instruction based on student needs On going T-TESS coaching and feedback Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		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.


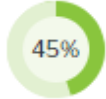




Goal 1: The percentage of Bilingual Emergent students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 65% in spring 2022 to 73% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: 90% or more Bilingual Emergent students will show progress on common assessment data

Evaluation Data Sources: Campus and district common assessments

Strategy 1 Details	Reviews			
Strategy 1: Closely monitor small group instruction and intervention plan for EB students Strategy's Expected Result/Impact: 90% or more EB students will show progress on common assessment data Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Classroom teachers Action Steps: Common assessment data tracking Teacher and Student Data Trackers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Progress monitoring EB data from Universal Screener Strategy's Expected Result/Impact: Scale score for Bilingual Emergent students will increase on Universal Screener from BOY to MOY. Staff Responsible for Monitoring: Classroom teachers serving Bilingual Emergent Students Action Steps: Use universal screener data to develop intervention action plan for every Bilingual Emergent student Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 90% or more EB students will show progress on the TELPAS assessment

Evaluation Data Sources: TELPAS 2023

Strategy 1 Details	Reviews			
Strategy 1: Targeted Whole Group and Small Group Instruction Strategy's Expected Result/Impact: 90% or more EB students will show progress on the TELPAS assessment Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and classroom teachers serving EB students Action Steps: Students will receive targeted whole group and small group instruction based on individual needs according to the TELPAS 2022 scores and Summit K-12 data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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 will increase from 23% in spring 2022 to 31% in spring 2024.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of identified special education students will have a specific individual action plan to address their specific needs as outlined in their IEP

Evaluation Data Sources: Data Tracking


Classroom Observation

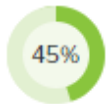




PLC Meetings

Running Records

Guided Reading Levels






Universal Screener Reports: BOY, MOY, EOY

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on each student's IEP goals, the individual action plan includes specific areas of need to be targeted during the instructional day, both in-class support and pull-out as needed.</p> <p>Strategy's Expected Result/Impact: Special education students will have a specific individual action plan to address their specific needs</p> <p>Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Special Education Teachers and Classroom Teachers</p> <p>Action Steps: Provide special education students with tailored/ differentiated instruction based on their IEPs Develop student centered lesson plans that include specific resources to scaffold student learning such as graphic organizers, manipulatives, visuals, and etc. Provide in-class support targeting the individual specific areas Provide pull-out sessions targeting the individual specific areas, as needed</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 100% of identified special education students will receive an additional block of intervention during the Level-Up Hour Strategy's Expected Result/Impact: Students will show academic progress in core subject as applicable: Reading, Mathematics, and Science Staff Responsible for Monitoring: Principal Gonzalez, Nora De Leon, Lourdes Gaona, Angela Villarreal, and Special Education Teachers and Classroom Teachers Action Steps: Special education students will be provided with differentiated instruction based on their IEPs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 100% of identified special education students will be offered additional support with after-school and Saturday tutorials

Evaluation Data Sources: Data Tracking
 Classroom Observations
 PLC Meetings
 Running Records
 Guided Reading Levels
 BOY, MOY, and EOY Universal screener reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on each student's IEP goals, students will be offered additional support with after-school and Saturday tutorials</p> <p>Strategy's Expected Result/Impact: Special education students will be offered additional support with after-school and Saturday tutorials</p> <p>Staff Responsible for Monitoring: Principal Special Education Tier II Leader, Lourdes Gaona Special Education Teachers Classroom teachers</p> <p>Action Steps: Based on IEP goals and progress monitoring, identify students that require additional support Create lesson plans and gather specific resources needed to provide the additional support after-school or Saturday tutorials Provide after-school tutorials and monitor progress Provide Saturday tutorials and monitor progress</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals


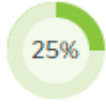




Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: 98% or more of students are present every day to receive quality instruction.

Evaluation Data Sources: HISD Connect, A4E Principal Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Office staff will make phone calls and follow up with parents of absent students on a daily basis. Strategy's Expected Result/Impact: 98% or more student are present every day. Staff Responsible for Monitoring: Registrar, Leadership Team, Office Staff, Classroom Teachers Action Steps: We will conduct preliminary attendance checks prior to ADA time. Teachers will contact parents during planning time. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase the number of home visits to chronically absent students. Strategy's Expected Result/Impact: Increase the number of home visits to chronically absent students. Staff Responsible for Monitoring: Registrar, Leadership Team, Attendance Committee, Wraparound Specialist Action Steps: We will hold parent conferences for students with chronic absences. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: Percentage of students with chronic absences will decrease by 10%.

Evaluation Data Sources: Attendance Contracts, HISD Connect Reports, Parent Contact Logs, Wraparound, and SAF Reports

Strategy 1 Details		Reviews			
Strategy 1: Students with frequent absences will be identified, hold parent conferences, and place them on attendance contracts. Strategy's Expected Result/Impact: We will see a decrease in percentage of students with 10 or more absences. Staff Responsible for Monitoring: Registrar, Campus Leadership Team, Wraparound Resources Specialist, Teachers, Office Staff Action Steps: We will identify students with frequent absences, hold parent conferences, and place them on attendance contracts Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Board Goal 5: N/A - Additional Campus Goals







Goal 2: DISCIPLINE- The suspension rate for ISS and OSS will remain at below five percent as measured in PEIMS.

Strategic Priorities:

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

Measurable Objective 1: 100% of students will participate in character development, SEL Lessons, and Bully Prevention lessons and programs.

Evaluation Data Sources: ISS and OSS Referrals, HISD Connect






Strategy 1 Details	Reviews			
Strategy 1: Continue to implement Early Act First Knight curriculum and character education program Strategy's Expected Result/Impact: Bully prevention and character trait development Staff Responsible for Monitoring: Leadership team, Counselor, Wraparound Specialist and Classroom Teachers Action Steps: Early Act First Knight Program Lessons Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Through the implementation of SEL Rethink Lessons and Project CLASS provide teachers with the ability to eliminate exclusionary discipline practices and a method for social and emotional development. Strategy's Expected Result/Impact: Bully prevention and character trait development Staff Responsible for Monitoring: Leadership Team, Counselor Bradford, Classroom Teachers Action Steps: Infuse Project CLASS and SEL Lessons in our school culture by centering classroom and student expectations around Restorative Practice Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Campus wide Panthers in Action initiative will be implemented to recognize students who exhibit characters traits and social skills

Evaluation Data Sources: Teacher surveys

Leadership Team Input

Support Staff Input

Strategy 1 Details	Reviews			
Strategy 1: Reinforcement and weekly recognition of characters traits and social skills exhibited by students Strategy's Expected Result/Impact: Character trait and social skills development Staff Responsible for Monitoring: Leadership Team, Counselor Bradford, Classroom Teachers, and Support Staff Action Steps: Solicit teacher input on a weekly basis to recognize students who exhibit characters traits and social skills during formal and informal interactions via morning announcements Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:


Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: By the end of the 2022-2023 school year, 90% or more students will report that they felt safe and free from bullying as reported on campus climate survey.

Evaluation Data Sources: Strategic Priorities

Expanding Educational Opportunities






Ensuring Student Health, Safety and Well-Being

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All teachers and students will participate in the Early Act First Knights character education program.</p> <p>Strategy's Expected Result/Impact: 90% or more of students will be aware of bullying and strategies on the prevention of bullying.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers, Wraparound Specialist, Counselor</p> <p>Action Steps: All teachers and students will focus on a different Early Acts, First Knights character trait very month and identify a student who exemplifies that trait.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Project CLASS C.O.B.R.A techniques and kind words lessons. Strategy's Expected Result/Impact: 100% of classroom teacher and campus staff will implement and support project CLASS de-escalation techniques and empathy lessons to promote calmness and empathy among scholars. Staff Responsible for Monitoring: Administrative team, counselor, project CLASS consultant, and classroom teachers. Action Steps: Teacher training/refresher summer PD Morning Announcements Introduction and practice of the social skill Teacher implementation and reinforcement in the classroom School wide implementation and reinforcement (Hallways, cafeterias, transactions) Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 2: 90% or more of students will participate in a Cyberbullying awareness and prevention program.

Evaluation Data Sources: Observations Discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: All students will take a Cyber-bullying awareness class. Strategy's Expected Result/Impact: 90% or more students will complete the Cyber-bully awareness and prevention classes. Staff Responsible for Monitoring: Classroom Teachers, Lourdes Gaona, Lee Nguyen, A. Bradford Action Steps: Students will complete the required Cyber-bullying awareness class. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Project CLASS social skills will be Implemented schoolwide.

Evaluation Data Sources: Observations
Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will implement Project CLASS social skills schoolwide. Strategy's Expected Result/Impact: 90% or higher Project CLASS Implementation Staff Responsible for Monitoring: Classroom Teachers, Administrative Leadership team, Counselor Action Steps: Social Skill of the week/month will be reinforced during Morning Announcements, and Skill will be practiced the classrooms. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	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

Measurable Objective 1: 100% of identified special education students will have a specific individual educational plan to address their specific needs.

Evaluation Data Sources: Easy IEP Tracking System


Data Tracking






Classroom Observations

Running Records

Guided Reading levels

BOY, MOY, EOY Universal screener reports

Strategy 1 Details		Reviews			
Strategy 1: Based on each student's IEP goals, the individual education plan includes specific areas of need to be targeted during the instructional day, with both in-class support and pull-out as needed. Strategy's Expected Result/Impact: All Special Education students will meet their individual goals as identified in their individualized educational plan. Staff Responsible for Monitoring: Principal Administration Team SPED Administrator SPED Teachers, Classroom Teachers Action Steps: * Based on IEP goals, identify individual specific areas to be targeted * Create lesson plans and gather specific resources needed for students such as graphic organizers, manipulatives, etc * Provide in-class support targeting the individual specific areas * Provide pull-out sessions targeting the individual specific areas as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Services Logs to monitor required support services specified in their IEP. Strategy's Expected Result/Impact: 100% of identified special education students will show progress in the area that they receive the required support services specified in their IEP. Staff Responsible for Monitoring: Special Ed Teachers Classroom Teachers Principal Administration Staff Action Steps: Special Ed Teachers will create lesson plans to address the required support services for each students based on each student's IEP goals. SPED chair/SPED Admin will create log of services Resource teacher and TA will fill logs Logs will be collected biweekly		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 100% of identified special education students will be offered additional support with after-school and Saturday tutorials.






Evaluation Data Sources: Data Tracking

Classroom Observation

PLC Meetings

Running Records

Guided Reading levels BOY, MOY, EOY Universal screener reports

Strategy 1 Details	Reviews			
Strategy 1: Based on each student's IEP goals, students will be offered additional support with after-school and Saturday tutorials. Strategy's Expected Result/Impact: Special education students will participate in after-school and Saturday tutorials for additional support in area of need. Staff Responsible for Monitoring: Principal Administration Team Special Education teachers Classroom teachers Action Steps: * Based on IEP goals and progress monitoring, identify students that require additional support * Create lesson plans and gather specific resources needed to provide the additional support after-school or Saturday tutorials * Provide after-school tutorials and monitor progress * Provide Saturday tutorials and monitor progress Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals







Goal 5: SPECIAL POPULATIONS: The percentage of Bilingual Emergent students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 39% in spring 2022 to 47% in spring 2023.

Strategic Priorities:






Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 90% or more Bilingual Emergent students will show progress on common assessment data.

Evaluation Data Sources: Campus based common assessments

Strategy 1 Details	Reviews			
Strategy 1: Carefully monitor small group instruction and intervention plans for EL students. Strategy's Expected Result/Impact: 90% or more EL students will show progress on common assessment data. Staff Responsible for Monitoring: Principal Administration team Classroom Teachers Action Steps: Common assessment data tracking Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide time allotment during their ESL/ Literacy block for Summit K12 instruction and supervise the implementation of 30 minutes twice a week Strategy's Expected Result/Impact: 90% or more BE students will show progress on TELPAS assessment Staff Responsible for Monitoring: Admin Team Classroom teachers Action Steps: Teacher received summit K12 training during preserve Distribution of technology in the classrooms Computer lab schedule for listening and speaking lessons Teachers reflecting time in their daily schedule	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of identified Bilingual Emergent students will be offered additional support,

Strategy 1 Details	Reviews			
Strategy 1: Additional after-school and Saturday support Strategy's Expected Result/Impact: 100% of identified Bilingual Emergent students will be offered additional support during small group instruction and tutorials Staff Responsible for Monitoring: Classroom teachers serving Bilingual Emergent Students Principal Ramon Administration Team Action Steps: Based on each ELL student's progress, students will be offered additional support with after-school and Saturday tutorials. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT 30% or more of the parents will participate in one or more school events during the 2022-2023 school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Measurable Objective 1: 50% or more of the parents will participate during the Fall Open House.






Evaluation Data Sources: Attendance Sign-in Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Increase campus communication about school events through call outs, Principal bulletin, Marquee, letters, emails, and Class Dojo.</p> <p>Strategy's Expected Result/Impact: Fifty percent or more of the parents will attend the Fall Open House.</p> <p>Staff Responsible for Monitoring: Principal, Administration team Administrative Assistant Classroom Teachers</p> <p>Action Steps: Increase campus communication about school events through call outs, Principal bulletin, Marquee, letters, emails, and Class Dojo.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: Fifty percent or more of the parents will attend parent/teacher conferences.






Evaluation Data Sources: Parent/Teacher Conference attendance

Teachers' Parent Communication Log

Strategy 1 Details	Reviews			
Strategy 1: Parents will attend scheduled parent conferences. Strategy's Expected Result/Impact: 50 % or more of the parents will attend scheduled parent/teacher conferences. Staff Responsible for Monitoring: Classroom Teachers Administration Team Principal Action Steps: Communicate with parents through call-outs, Principal Bulletins, monthly calendars, letters, flyers, emails and Marquee announcements. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 50 percent or more of the parents will attend Title I meetings.

Evaluation Data Sources: Title I meeting attendance sheets

Strategy 1 Details	Reviews			
Strategy 1: Title I meetings will be scheduled in the Fall and Spring Semester. Strategy's Expected Result/Impact: 50% or more of parents will attend Title I meetings will attend meetings and receive a hardcopy of the policy. Staff Responsible for Monitoring: Principal Nora De Leon, Title I Coordinator Administration Team Action Steps: Schedule reminders of Title I meetings through call-outs, Principal Bulletins, letters/flyers, emails, Marquee announcements, and Class Dojo. Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:


Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Immunization data entry and state reporting for all students Strategy's Expected Result/Impact: 100% of enrolled students to be screened Staff Responsible for Monitoring: Nurse Guillen Leadership Team Action Steps: Immunization data entry and state reporting for all students completed Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 2 Details		Reviews			
Strategy 2: Schedule check-in and follow-up meetings with certified nurse to discuss progress, identification of students who do not have immunization records on file, and report completion. Strategy's Expected Result/Impact: Certified Nurse will identify students who do not have immunization records on file and or up to date and ensure completion, on or before October 22, 2022. Staff Responsible for Monitoring: Certified School Nurse and Leadership Team Action Steps: Hold parent conferences, provide support to families to successfully complete immunization requirements, and follow a set schedule to work on data entry and state reporting requirements daily. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details		Reviews			
Strategy 1: VISION SCREENING at Grades PK, K, 1, 3, & 5 will be completed on or before December 9, 2022. Strategy's Expected Result/Impact: 100% of enrolled students to be screened Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Nora De Leon Action Steps: Vision screening records for all applicable students Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or December 9, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below






Strategy 1 Details	Reviews			
Strategy 1: HEARING SCREENING at Grades PK, K, 1, 3, & 5 will be completed on or before December 9, 2022. Strategy's Expected Result/Impact: 100% of enrolled students to be screened Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Nora De Leon Action Steps: Data entry, referral forms, and state report completed/submitted Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:






Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 will be completed December 9, 2022. Strategy's Expected Result/Impact: 100% of enrolled students to be screened Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Nora De Leon Teachers of students identified with TYPE 2 Diabetes Action Steps: Screening, data entry, referral forms and state report completed/submitted Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: 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 2022-2023.






Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: MEDICATION ADMINISTRATION , including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis for the school year 2022-2023 Strategy's Expected Result/Impact: 100% of enrolled students to be serviced as/when needed Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Nora De Leon Action Steps: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis for the school year 2022-2023 Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

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

Strategy 1 Details	Reviews			
Strategy 1: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Strategy's Expected Result/Impact: 100% of the monthly maintenance checks will be conducted and annual report will be submitted. Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Nora De Leon Action Steps: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 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.






Evaluation Data Sources: Breakfast and lunch menus, walkthroughs, observations, and Teacher/ Student/ Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Awareness of the importance of good nutrition and physical activity to prevent obesity, cardiovascular disease, and Type 2 diabetes</p> <p>Staff Responsible for Monitoring: Nurse Guillen Principal Gonzalez Lourdes Gaona Bradford</p> <p>Action Steps: 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.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Brighter Bites Nutrition lessons for parents and students Strategy's Expected Result/Impact: Parents and students will received information on the fresh fruit and products they will be receiving biweekly and understan the nutrients and benefits these bring to their health. Staff Responsible for Monitoring: Wraparound Specialist counselor Nurse Admin team Action Steps: Teacher will received training from BB Teacher will discussed focus area during weekly PLC, faculty meetings, Monday memo Title I: 2.4, 2.5, 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of 3rd through 5th grade students will participate in Fitness Friday Program

Evaluation Data Sources: Observations and Walkthroughs
Attendance on Fitness Fridays
Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Fitness Friday Program Strategy's Expected Result/Impact: 100% of 3rd through 5th grade students will participate in Fitness Friday Program Staff Responsible for Monitoring: Fine Arts Team Principal Gonzalez Leadership Team Nurse Guillen Action Steps: On Fridays, 3rd to 5th grades students will participate in the Fitness Friday Program that will include physical activity and lessons to bring awareness and prevent obesity, cardiovascular disease, and Type 2 diabetes as well as good nutrition Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals


Goal 9: SPECIAL EDUCATION Our special education students will meet their targets according to Domain III Closing the Gaps.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services scoring at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Math will increase from 12% in Spring 2022 to 22% in spring 2023.

Evaluation Data Sources: Progress on common assessments, TEA Interim Assessment, and 2023 STAAR Math

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted math PD for special education and inclusion teachers, plus close monitoring milestones and goals for special education students. Strategy's Expected Result/Impact: Increase in achievement for all special education students as evidenced by student performance data on common assessments, TEA Interim Assessment, and 2023 STAAR Math Staff Responsible for Monitoring: Classroom teachers, Interventionists, Special Education Chair, Lead Team, TAs Action Steps: Provide targeted Math PD for special education and inclusion teachers, plus close monitoring of miles and goals for special education students. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use of Renaissance 360 instructional report, small group instruction, interventions of targeted daily and weekly skills. Strategy's Expected Result/Impact: Special Education and Inclusion Teachers will be familiar with with students'	Formative			Summative
	Nov	Jan	Mar	June

<p>academic needs and target the needs appropriately during small group and intervention blocks</p> <p>Staff Responsible for Monitoring: Special Education and Inclusion Teachers, Leadership Team, Teacher Assistants</p> <p>Action Steps: Provide professional development to teachers on utilizing the reports and follow up with coaching and feedback</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	<div><div></div><div>40%</div></div>			
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Our campus increased the accountability rating from a B in 2018-2019 to an A for the 2021-2022 school year with two Distinction Designations in Math and Comparative Academic Growth. Our campus showed growth by gaining point in domain 2; however, we showed loss in student achievement-domain 1 and closing the achievement gap-domain 3. The 2021-2022 STAAR results for Crespo Elementary reflected the following: In Reading 68% of students met standard at Approaches level, 41% met standard at Meets level, and 22% met standard at the Master's level. Data shows an increase in the meets and master levels from 2018-2019. In Mathematics, a 78% of students met standard in Approaches level, 46% met standard at Meets level, and 24% met standard at the Master's level.

There have been slight losses in student achievement due to pandemic. Our focus this year will be on delivering a highly effective first instruction with the support of differentiation through small groups as well as interventions and tutorials to close the gaps created during the pandemic. The literacy block will be implemented with fidelity and our reading teacher will participate in planning for success sessions as well as PD for each component of the literacy block. Data driven instruction and observation and feedback will be key elements in closing the gaps.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Crespo ES Stakeholders were involved with the development of the SIP in the following ways:

- SDMC-worked collaboratively to discuss data and pin point areas of need.
- Community Engagement Meetings-Parents and community members voiced their concerns and areas of need via Title I meetings after reviewing campus data.
- Wraparound Specialist- Helped maximize academic outcomes by bringing non-academic support to serve parents and community needs.
- Team Leader Meetings-Grade level chairs reviewed data to identify areas of need and discussed an action plan. They also shared grade level areas of support.

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:

1. Upload after school and Saturday tutorials lesson plans to our campus Google Drive.
2. Administrators' observations during tutorials.
3. Data PLC conversations for interventions, small groups and tutorials.
4. Calendar made during data digs to align strategies being taught during tutorials and interventions.
5. Exit ticket trackers showing mastery of objective.
6. Student attendance via sign-in sheets.

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

The SIP is available to parents in the following locations:

- Main Office
- School website
- Title I coordinator's Office

The SIP was made available to parents by announcing its availability and location via parent news letter, ClassDojo, school official social media platforms as well as parent Title I meetings.

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 state standards include these schoolwide reform strategies:

1. Small Group Instruction 1:4
2. Interventions Push-In/Pull-out
3. Level Up (Differentiated Targeted Intervention additional Support)
4. Tutorials (After School/Saturdays)
5. HB4545 4th- 5th Gr Reading and Math Interventions
6. RTI
7. Guided Reading and Guided Math
8. Overage students 2nd- 5th Gr we will use Image Literacy and Math

2.5: Increased learning time and well-rounded education

Crespo ES will increase learning time through after school and Saturday tutorials and conducts classroom observations to support maximizing instructional class and bell to bell instruction. In addition, students have access for educational programs they can use at home to extend and reinforce learning such as iStation, Freckle, Imagine Math and Reading, Reflex Math and MyON. To ensure our scholars receive a well-rounded education, Crespo ES has partnered with Project CLASS and EKFA to support social skills development and character building.

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

Crespo ES addresses the needs of all students by providing targeted instruction in small group instruction block that is allocated during the teacher daily schedule. In addition, Crespo uses computer software that tailors students' individual needs such as Freckle and iStation. Furthermore, Crespo ES provides math and reading interventions as push-ins/pull-outs as an extra layer of support for our at-risk students as identified by the district's RTI report, student data tracking systems and teachers' recommendations. To increase achievement for each student group as well as building teacher capacity, Crespo ES has designated Wednesdays as PLC day with the following focus:

- Week 1- Effective First Instruction Practices. Backwards Planning, Gradual Release Model, language objectives to support our EB population and color coded learning

objective including TEKS, TSK, PRODUCT.

- Week 2- Data Analysis to drive instruction. Small Group Instruction and student Feedback. Developing students individual Learning Goals. Tracking Exit Tickets to adjust and modify instruction.
- Week 3- Building content areas and other professional PD.
- Week 4- Teaching Strategies/AT BATs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The following individuals participated in the development and annual evaluation of the schoolwide plan. In collaboration with the FACE department

Laura Gonzalez, Principal

Nora De Leon, Title I Coordinator

Anel Trevino, Wraparound Specialist

Hidalia Ayala, PTO member

Brenda Nolasco, PTO member

Veronica Gutierrez, Parent

Araceli, Joya, Parent

Fernando Grimaldo, Teacher

Raul Garcia , Teacher

Four strategies to increase Parent and Family Engagement include:

1. School will survey our stakeholders for topics of interest to them to support their children at home/school.
2. Advertise activities provided to our parents and community to increase participation by at least 4 different forms of communication such as school facebook page, ClassDojo, callouts, and flyers.
3. Ask Crespo PTO to collaborate in inviting parent to our meeting and activities as well as our FACE representative.
4. Incorporate a giveaway/incentive system for parent participation in school activities such as virtual literacy and math nights.

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 and evaluation of the

schoolwide plan.

Laura Gonzalez, Principal

Nora De Leon, Title I Coordinator

Anel Trevino, Wraparound Specialist

Hidalia Ayala, PTO member

Brenda Nolasco, PTO member

Veronica Gutierrez, Parent

Araceli, Joya, Parent

Fernando Grimaldo, Teacher

Raul Garcia, Teacher

The PFE was distributed

- On the campus website
- During Title I meetings
- Via ClassDojo

The languages in which the PFE was distributed include-

- English
- Spanish

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:

- Meeting #1A 9/1/22 8:00 am Spanish
- Meeting #1B 9/2/22 1:30 pm English
- Meeting #2A 9/22/22 1:30 pm English
- Meeting #2B 9/23/22 9:30 am Spanish
- Meeting #3A 1/19/22 1:30 pm Spanish
- Meeting #3B 1/20/22 9:30 am Englishn
- Meeting #4A 2/02/22 8:00 am English
- Meeting #4B 2/3/22 1:30 pm Spanish

5. Targeted Assistance Schools Only

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

Not applicable.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Veronica Gutierrez	4th Grade reading	Title I	

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>


SIP APPROVAL 2022-2023

School Name and Campus #: Crespo Elementary School #290

Principal Name: Laura Gonzalez

School Office: ELEMENTARY SCHOOL OFFICE 3

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 09/19/2022 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



Date

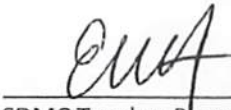
Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative



Date



SDMC Teacher Representative



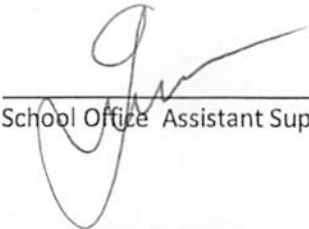
Date



School Support Officer/Lead Principal



Date



School Office Assistant Superintendent



Date

Effective Schools Facilitator (ESF) or Professional

e Service Provider (PSP)
(if applicable or still in use under grant contract)

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