

Houston Independent School District
123 Codwell Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Within a college bound culture, John E. Codwell School of Fine Arts and Physical Development inspires, requires and delivers academic success for all students.

Value Statement

High Academic Expectations, High Behavioral Expectations

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	9
Perceptions	11
Priority Problems of Practice	13
Comprehensive Needs Assessment Data Documentation	14
Board Goals	16
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.	17
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.	18
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.	21
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.	22
Board Goal 5: N/A - Additional Campus Goals	24
State Compensatory	49
Budget for 123 Codwell Elementary School	50
Personnel for 123 Codwell Elementary School	50
Title I	50
1. Comprehensive Needs Assessment (CNA)	51
1.1: Comprehensive Needs Assessment	51
2. Campus Improvement Plan	51
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.2: Regular monitoring and revision	51
2.3: Available to parents and community in an understandable format and language	52
2.4: Opportunities for all children to meet State standards	52
2.5: Increased learning time and well-rounded education	52
2.6: Address needs of all students, particularly at-risk	53
3. Annual Evaluation	53
3.1: Annually evaluate the schoolwide plan	53
4. Parent and Family Engagement (PFE)	54
4.1: Develop and distribute Parent and Family Engagement Policy	54
4.2: Offer flexible number of parent involvement meetings	54
5. Targeted Assistance Schools Only	54
Title I Personnel	54

Comprehensive Needs Assessment

Demographics

Demographics Summary

John E. Codwell is a Fine Arts and Physical Development Magnet School. The school opened in 1978 drawing students from the Frost and Rhoads Elementary neighborhoods. In addition to core courses such as reading, math science and social studies, Codwell provides instruction in violin, band, dance, theater arts and physical education. The faculty consists of a principal, 2 teacher specialists, magnet coordinator, counselor, reading interventionist, 20 core instructors, 1 resource instructor, 2 SLC instructors, 4 core enrichment instructors and 4 teacher assistants. PreK – 1st classes are self-contained while 2nd – 5th grade classes are departmentalized by content areas with one self-contained class on each grade level. Serving 334 students, enrollment by ethnicity includes 87% African-American; 10 % Hispanic/Latino; 2% White and multiracial. Current program enrollment is 4% LEP, 11% Special Education, 88% Economically Disadvantaged and 2% Gifted and Talented. In 2022, 43% of students scored in Approaches, 19% in Meets, and 7% in Masters in Reading; 31 % in Approaches, 7% in Meets, and 1% in Masters in Math; 42% in Approaches, 19% in Meets, and 0% in Masters in Science on the STAAR Assessment.

Grade	Enrollment Count
PK	35
K	31
1 st	70
2 nd	45
3 rd	41
4 th	55
5 th	56
Total	333

Ethnicity	Count	Percent
Black	295	87%
Hispanic	32	10%
White	1	2%
Asian	2	0%
Multi Race	2	1%
Other	0	1%

Demographics Strengths

We have a tradition of families that have attended Codwell for generations and played an active role in the community. We have a wide variety of teachers and support staff that are alumni from Codwell. This is a great legacy for us as faculty and support staff return to Codwell and serve the community. We have a dedicated and loving group of educators that go above and beyond of our scholars.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): For building the whole child, parents must be an integral part of their student's education by becoming aware of how they can assist their children at home. Building strong parental involvement is key at Codwell Elementary and providing a wide array of opportunities for parents to be part of the school community.

Root Cause: Parents at Codwell Elementary do not know how they can be true partners in their child's education.

Student Learning

Student Learning Summary

Student Learning Summary In the TEA report card 2021-2022: Codwell Elementary earned a B rating

It is the school's expectation that every student is provided the opportunity to maximize their potential in order to successfully participate and compete as a member of our global society. The instructional staff is committed to delivering rigorous teaching that will in turn impact improved student learning and achievement.

In Domain 1 student Achievement shows 59%. Based on data from Domain 1 it continues to be a cmpus focus as we have shown consistent growth of students over the past two years. We have closed gaps in order to achieve Domain 1. If we meet our goals in Domain 1 we will meet our Domain 3 indicators as well as Domain 2 part A & B.

In reference to Domain 2a. Codwell achieved a scaled score of 93% where we made great growth gains. Codwell achieved a school progress scaled score of 89. This means we grew a large number of our students. While we grow students we also increased our Domain 3 scores by subpops and achieved closing gaps more for these groups recieving a districition is domain 3 Comparative Academic Growth. As we grow students in Domain 2 we also increase our scores in all performance levels of Domain 1.

READING

The results of the 2020-2021 STAAR Reading test indicates that:

3rd grade: 40 students tested with 60% appraoches 30% meets 12% Master

4th grade: 53 students tested with 62% appraoches 40% meets 25% Masters

5th grade: 56 students tested with 64% appraoches 36% meets 12% Masters

The root causes of the results are a direct result of virtual instruction limitations due to the Covid 19 pandemic. Teachers also struggled to provide both virtual and face to face instruction, and necessesary instructional interventions during the school day were inconsistent.

Math:

The results of the 2021-2022 STAAR Math test indicates that:

3rd grade: 40 students tested with 40% appraoches 15% meets 0% Master

4th grade: 53 students tested with 60% appraoches 23% meets 0% Masters

5th grade: 56 students tested with 70% appraoches 25% meets 7% Masters

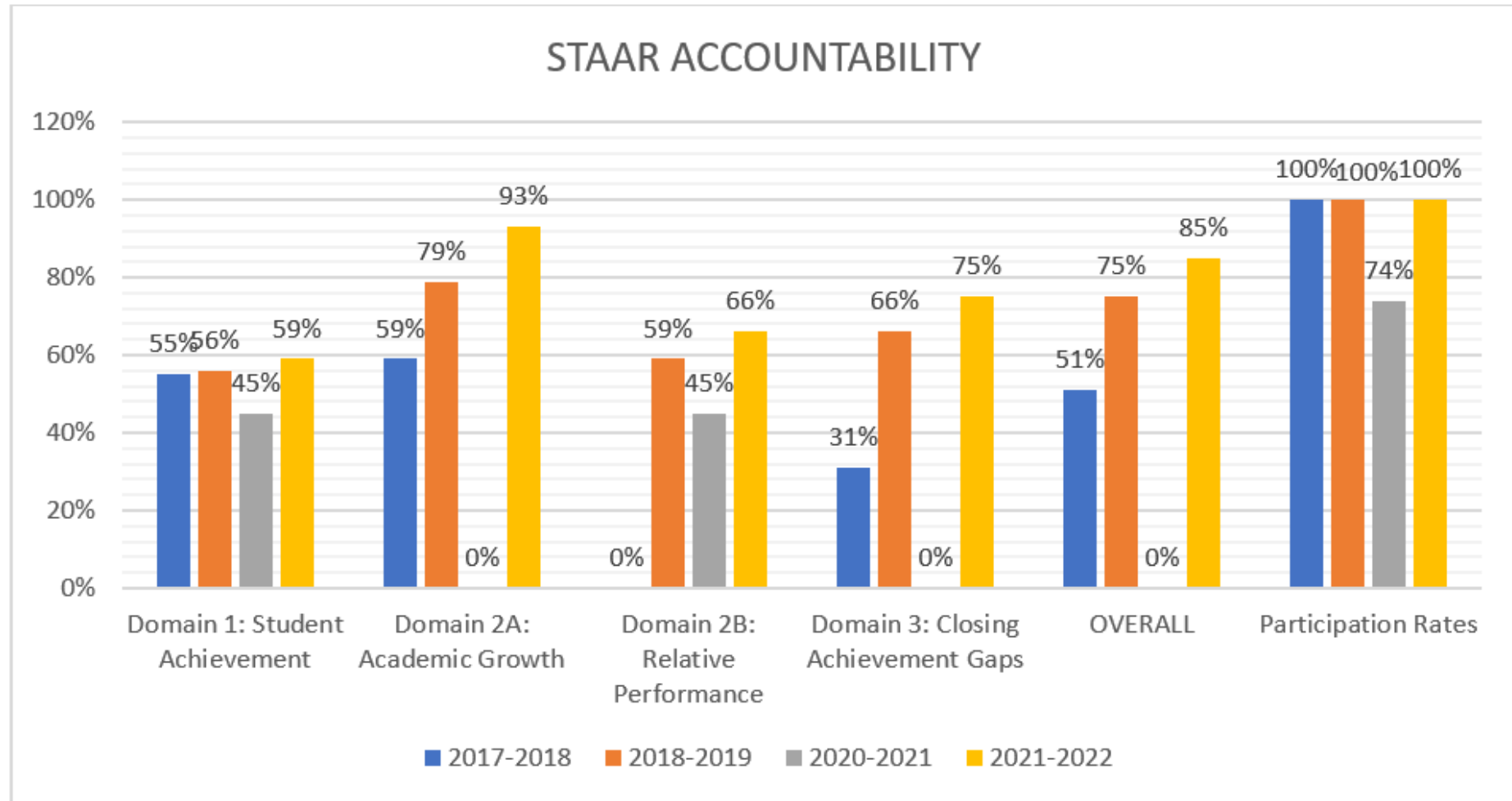
SCIENCE:

5th grade:

56 students tested with 55% appraoches 23%meets 4%Masters

The campus leadership team will define and assign the specific roles that are necessary for grade-levels to increase teacher capacity, that will lead to the delivery of optimal instruction, which will in turn increase student performance. In addition, data reflects a high participation rate of students were tested during STAAR, however a significant amount of students did not pass in each test reading, math, writing and sciences. Based on the data Codwell Elementary must focus attention on tier 1 instruction and small group interventions in order to close the learning gaps for our students.

2017-2018 vs. 2018-2019 vs 2020-2021vs 2021-2022



Student Learning Strengths

Math

Current Grade	Test	Approaches	Meets (Passing)	Masters (High Passing)
Grade 1	Snapshot 1	14%	6%	0%
	Snapshot 2	59%	31%	37%
Grade 2	Snapshot 1	19%	3%	0%
	Snapshot 2	13%	2%	0%

Reading

Current Grade	Test	Approaches	Meets (Passing)	Masters (High Passing)
Grade 3	Snapshot 1	24%	3%	0%
	DLA	12%	3%	0%
	STAAR Release	38%	0%	8%
	2022 STAAR	60%	30%	12%
Grade 4	Snapshot 1	27%	1%	0%
	DLA	23%	2%	0%
	STAAR Release	50%	24%	7%
	2022 STAAR	62%	40%	25%
Grade 5	Snapshot 1	28%	8%	4%
	DLA	29%	1%	0%

	STAAR Release	58%	27%	14%
	2022 STAAR	55%	23%	4%

Science

Current Grade	Test	Approaches	Meets (Passing)	Masters (High Passing)
Grade 5	Snapshot 1	38%	5%	1%
	DLA	50%	13%	0%
	STAAR Release	16%	5%	3%
	2022 STAAR	55%	23%	4%

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Servicing special populations (ELL Sped, staffing) **Root Cause:** Further training is needed in how to implement shelter instruction in the classroom.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary School Processes & Programs Summary:

Codwell Elementary consists of grade levels PK-5th grade. Our campus programming includes Gifted and talented, ESL, SLC, and SLC TREK programming. Codwell will adhere to district curriculum and best practices such as literacy by 3, 5E model, guided math, and sheltered instruction.

In addition we are a title 1 campus which is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Our Codwell Big 3 instructional focus areas are Critical Thinking, Productive Struggle and Differentiated supports aim to develop a well-rounded scholar that is ready to embrace the 21st century challenges as a caring, critical thinker.

We set high academic and behavior expectations throughout our programs. Codwell Elementary prides ourselves in our Fine Arts and Physical Development magnet programs where we offer Violin, Athletics, Dance and Band.

Leader In Me is a school-based social and emotional learning program that fosters communication, connection, and community both in and outside the classroom by integrating the 7 Habits of Highly Effective People into every aspect of our school culture.

How are students at risk given the opportunity to meet challenging state academic standards with a well-rounded program? Students at risk are identified at the beginning of the year using data from the previous year and benchmark assessments.

The academic and behavior data help us to pinpoint those scholars that need Tier 2 and Tier 3 interventions in the instructional/behavior fronts. Scholars are then monitored during the year and get an opportunity to review their academic and behavior goals for the year with teachers, teacher specialist, and Principal.

Codwell has embedded a school-wide 45-minute morning intervention block to support students by receiving pull-outs and small group instruction based on student deficits to close their learning gaps. Scholars are also referred to the counseling team when needed. At Codwell, we believe that by building meaningful relationships with our scholars we can help them to heal from any previous traumatic experience that may get in the way of instruction.

How does Codwell support instructional leaders? -PLC's are going to provide an opportunity for faculty to lead PD and share good practices with the rest of the team. -District professional development and campus professional development -Region 4, out of district training, internal PD, One Source. Encouraging Career pathways in-house -District personnel supporting Instructional development.

Campus-based mentors and CIC program.

Codwell Leaders' responsibilities are clear and openly discussed with School principal, teacher specialist, and magnet coordinator during one-to-one meetings at the beginning of the year and during different points in the year. New teachers to the campus are provided a mentor/buddy. The mentors support teachers throughout the year to help teachers become acclimated with the campus and expectations.

Our Vision: John E. Codwell scholars will exit our doors above grade level to be academically successful in middle school and beyond.

Our Mission: Within a college-bound culture, John E. Codwell School of Fine Arts and Physical Development inspires, requires and delivers academic success to all students.

Our Values: High Academic Expectations, High Behavioral Expectations

School staff are powerful users of technology. Technology expands available resources by providing unique learning opportunities for creative, relevant, and powerful learning. Our Goal: is to improve student learning through the use of technology by providing: 1. access to information for all Codwell students, staff and families 2. provide personalized learning opportunities 3. timely feedback on assessments to monitor and summarize learning

Priority Areas & Impact on Student Learning: 1. Student Computing Devices 1. Increase access to devices to meet learning needs. 2. Create opportunities to access information through web-based resources. 3. Provide opportunities to create and collaborate on assignments and presentations.

School Processes & Programs Strengths

What processes and programs continue to shine, in spite of the COVID disruption?

Process and programs that continue to shine in spite of the COVID disruption are:

- 1) School Communication via Class Dojo and the Codwell Chronicle
- 2) Magnet Program (Black history Program, Winter Program, End of Year Celebration)
- 3) Faculty Communication via the Codwell Caller

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Low participation and the Lack of parent and teacher organizations PTO/PTA **Root Cause:** Lack of parental involvement and participation

Perceptions

Perceptions Summary

Here at Codwell Elementary the SDMC is responsible for reviewing and analyzing campus data, evaluating current strategies and updating the School Improvement plan (SIP) as necessary. The committee consists of parents, teachers, non-instructional staff, and community partners. Improvement efforts will focus on increased parental involvement (depending on Covid rates and standards as stated by the district). Safety first is Codwell's priority, with this said if virtual parental involvement is necessary, efforts will be made to document participation and survey participants to assist with improvement of programming.

Our SDMC meetings, creates a engaging space for our business partners, philanthropic organizations and individuals to have a saying in the school decisions. They happen four times a year. Level of support from our community to Codwell: The Codwell SDMC includes parents, teachers, and community members as outlined by TEA. The SDMC operates throughout the year in an advisory capacity in addition to the work during the comprehensive needs assessment process. The ongoing work includes discussion of culture and climate issues regarding expectations and values as well as safe and disciplined environment that is conducive to teaching and learning. Data was gathered from parents, staff, parents who have had children previously attend Codwell elementary, and FACE parent survey 2020-2021 school year to determine strengths and needs in the overall climate and family/community involvement of Codwell Elementary. Families indicated one strength is Codwell is a family friendly school who believes in focusing on whole child.

How is conflict resolved? We practice Leader In Me and utilize Leader In Me kits for our SEL at Codwell. Scholars participate every week in discussions with themes that matter to them.

When a conflict occurs a mediation and a circle takes place between the scholars and the counseling team. We strongly believe in the Leader In Me practices vs punitive practices. We also practice circles among faculty and staff when issues arise. We strongly believe in creating a safe space for everyone to be vulnerable and come together to find a win win solution.

Staff turnover and how it compares with previous year? Codwell Elementary has experienced a higher turnover of staff and faculty in comparison from last year.

Staff mentoring: All new teachers at Codwell Elementary are assigned a mentor that meets with the new teachers on a weekly basis. In addition, there is a mentor-ship and coaching between appraisers and staff.

Parent/ Guardian/ Community participation rates: During all our meeting with parents, parents are invited to fill in an attendance form to keep track of participation and involvement.

How is conflict resolved? We practice Leader In Me discipline system at Codwell Elementary. In addition scholars participate every week in discussions to discuss affairs and themes that matter to them. When a conflict occurs a mediation and a circle takes place between the scholars and the Principal or between the scholar and the counseling team. We strongly believe in Leader In Me practices vs punitive practices. We also practice mission minded conversations among faculty and staff when issues arise. We strongly believe in creating a safe space for everyone to be vulnerable and come together to find a win win solution.

School culture and climate: School perceptions have been positive overall and parents and community seems to be happy with the culture and climate developed at Codwell Elementary. Barriers that prevent participation by parents/ guardians: During the previous school year, parents/ guardians were not allowed to be in the building due to CDC and district guidelines. In addition, parents work different schedules and that becomes a barrier to come and attend school meetings of belonging. Many of our teachers are veterans and have been teaching in the Codwell community for many years and have roots in the South Side community. Teachers work together and this new school year will focus on closing

student gaps.

Perceptions Strengths

Codwell Elementary has a sense of belonging and have roots in the South Side community. Teachers work together and this new school year with the implementation of:

- Book Fairs
- Fall Festival
- Coffee with the Principal
- Codwell Elementary programs (Hispanic Heritage, Winter, Black History)
- Codwell Elementary GT Expos
- Codwell Elementary Monthly(theme writings)
- Community Partnerships (Fresh Veggies)
- After school tutorials & Clubs
- Direct instruction for students
- Small group instruction
- Formative and Summative Assessments (Snapshots, DLA, Circle, ELD, STAAR, TELPAS)

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: For building the whole child, parents must be an integral part of their student's education by becoming aware of how they can assist their children at home. Building strong parental involvement is key at Codwell Elementary and providing a wide array of opportunities for parents to be part of the school community. **Root Cause:** Parents at Codwell Elementary do not know how they can be true partners in their child's education.

Priority Problems of Practice

Problem of Practice 1: For building the whole child, parents must be an integral part of their student's education by becoming aware of how they can assist their children at home. Building strong parental involvement is key at Codwell Elementary and providing a wide array of opportunities for parents to be part of the school community.

Root Cause 1: Parents at Codwell Elementary do not know how they can be true partners in their child's education.

Problem of Practice 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other 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: By June 2023, 70% of all students in grades 3-5 will accomplish "approaches" academic standard on the STAAR reading and writing assessments; 25% will accomplish "meets", and 20 % will accomplish "masters" academic standard on the STAAR reading assessments.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: through implementation of the Amplify RLA curriculum we will develop a literacy routines and protocols that increases the instructional capacity of reading teachers. As a result, 80% of all students will perform at or above reading grade-level expectations.

Evaluation Data Sources: : Imagine Reading, I-Ready, Dibbels, Amplify RLA Assessments Renaissance 360, Lead4Ward field guides, side by sides, planning guides, scope & sequence, frequency distribution

Strategy 1 Details		Reviews			
Strategy 1: Create and execute effective PLCs, learning labs, and PD with RLA admin, Career Pathway Instructional Specialist, (focused on literacy best practices developed by on-campus cohort and external experts). Strategy's Expected Result/Impact: 70% of students will perform at or above reading grade-level objectives Staff Responsible for Monitoring: Admin Team, Reading Interventionist, RLA Teachers, Ancillary Support, DDIS, Career Pathways-Literacy Specialist Action Steps: *Define and assign leadership roles, *Identify literacy resources and framework, aligned with objectives to meet the stated goal * Interpret data and plan At-Bats to target struggling standards * Coach & model best practices in the moment and/or during PLCs"		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 2: Student data is routinely monitored and tracked to inform instruction. Teachers can articulate data trends and students can identify and share goals and progress on overall objectives. Student data trackers, data wall, and teacher data electronic or data binder are available and evident

Evaluation Data Sources: Monitoring data binders, action plans, and student portfolios and formative assessment results.

Strategy 1 Details		Reviews			
Strategy 1: Develop and utilize data trackers to inform instruction on literacy trends by standards progress TEKS Strategy's Expected Result/Impact: Teachers can articulate data trends and students can identify and share goals and progress on overall objectives. Staff Responsible for Monitoring: Admin Team, RLA Teachers, Reading Interventionist, Ancillary Support, DDIS, Career Pathways-Literacy Specialist Action Steps: *Facilitate monthly PLC meets focused on data-informed instruction *Train teachers on the usefulness and implementation of using student data trackers. *Monitor the overall input and progress shown in data trackers		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: Effective implementation of RLA interventions and enrichment's targeted to meet students' needs. As a result, 100% of students will move up by one tier (based on Renaissance 360 data) or one reading level based on benchmark running record data by the end of the school year.

Evaluation Data Sources: Imagine Reading, Dibbels, Amplify RLA, I-ready , Reading Mastery, Corrective Reading, Renaissance 360, Small Group pullouts, Lead4Ward field guides, side-by sides, planning guides, scope & sequence, frequency distribution, progress monitoring, and benchmark running records.






Strategy 1 Details		Reviews			
Strategy 1: Conduct routine small group interventions, pull-outs, or enrichment based on information presented during PLCs, IAT meetings, anecdotal records, and student data. Strategy's Expected Result/Impact: As a result, 100% of students will move up by one tier (based on Renaissance 360 data) or one reading level on benchmark running record data by the end of the school year. Staff Responsible for Monitoring: Admin Team, RLA Teachers, Reading Interventionist, Dyslexia Interventionist, and RLA TDS, Ancillary Support, DDIS, Career Pathways-Literacy Specialist, Action Steps: : *Provide theoretical context and literacy application during pre-service and ongoing professional development *Ensure teachers are trained to administer benchmark running records *Collaborate during PLCs to ensure content expectations are clear *Facilitate monthly PLCs focused on data analysis (Renaissance 360 reports)		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: By June 2023, 70% of all students in grades 3--5 will accomplish "Approaches" academic standard on the STAAR Math assessments. By June 2023, 20 % of all students in grades 3--5 will accomplish "Meets" academic standard on the STAAR Math assessments. By June 2023, 15% of all students in grades 3--5 will accomplish "Masters" academic standard on the STAAR Math assessments.






Measurable Objective 1: "In alignment with Codwell Big "3" instructional expectations, 100 % of the instructional staff will increase student achievement in Math Renaissance by one tier by building their instructional capacity."

Evaluation Data Sources: T-TESS Data, PLC Agendas & Sign In Sheets, PD Artifacts, Classroom Observations, Feedback Conferences, Renaissance 360, I-Ready, On-Track Assessments.

Strategy 1 Details		Reviews			
Strategy 1: Weekly Content focused PLCs targeting best practices & At-Bats, Bi-monthly coaching and planning with Vontoure Math District professional Development opportunities Strategy's Expected Result/Impact: Strategy 1 Weekly Content focused PLCs targeting best practices & At-Bats. Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist. Action Steps: "* Schedule PLCs for grade levels to plan vertically. * Interpret data and plan At-Bats to target struggling standards. * Coach & model best practices in the moment and/or during PLCs. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 2: 80% of all students will perform on grade level on mathematics skills and concepts and show mastery of grade level mathematics objectives.

Evaluation Data Sources: T-TESS Data, Classroom Observations, PLC Meetings, Feedback Conferences, PK Circle Assessments, Campus and District Assessments, On-Track Assessments, I-Ready Assessments, Renaissance Progress Monitoring Results, Formative & Summative Assessments, STAAR Assessments

Strategy 1 Details		Reviews			
Strategy 1: Strategy 2 Staff will conduct authentic small group instruction and intervention using Tier 2 and Tier 3 data. Strategy's Expected Result/Impact: Instructional staff will conduct authentic small group instruction and and intervention using Tier 2 and Tier 3 data. Instructional staff will host extended day and weekend tutorials based on student data. Teachers and staff will attend training and utilize the 5E lesson cycle as mandated by the district. Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist , District Officials Action Steps: Provide training to effectively utilize Focus Kits for intervention. * Ensure teachers have time to plan small group based on data. * Support teachers in small group planning and resources. * Provide PD opportunities to give teachers small group strategies. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: 100% of the Math instructional staff will utilize Math Daily Routines and the 5E model for lesson delivery. K-5 teachers will be provided with support and instructional strategies for best practices in math which will increase student academic performance.

Evaluation Data Sources: PLC Agendas & Sign-In Sheets, Professional Development Artifacts, Vonture Math Professional Development, Data PowerPoint and Action Plan, Classroom coaching & observations, Lesson plans & unit plans

Strategy 1 Details	Reviews			
Strategy 1: Strategy 3 Individualized content wide instructional coaching provided by school leaders, Teacher Development Specialists, Vontoure LLC, and department heads. Strategy's Expected Result/Impact: Individualized content wide instructional coaching provided by school leaders, Teacher Development Specialists, Vontoure LLC, and department heads. Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist , District Officials Action Steps: * Collaborate during PLCs to ensure content expectations are clear. * Implement the coaching cycle to meet the individual needs of teachers. * Provide special content professional developments to build teachers tool kits. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

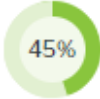




Goal 1: SCHOOL PROGRESS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All scholars will wear collegiate gear once a week to engage college interest.

Evaluation Data Sources: Students wearing college shirts and hats

Strategy 1 Details	Reviews			
Strategy 1: Faculty and staff will encourage scholars to wear collegiate gear once per week and the administration will highlight scholars throughout the campus using photos and social media. TEA Priorities: Connect high school to career and college	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: CLOSING THE GAPS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: : All students will show growth and reduce achievement gaps in the areas of Reading Language Arts and Mathematics

Strategy 1 Details	Reviews			
<p>Strategy 1: An additional 45 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist or supplemental instructor. The interventionist/supplemental instructor will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the students. Supplemental instruction will take place in: small groups, one on one (teacher to student), or use of language and literacy, and math software with planned assessments for progress monitoring</p> <p>Strategy's Expected Result/Impact: To decrease the achievement gap between subgroups and to improve the overall learning environment for all students at Codwell. Small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented four to five times each week for approximately 20 to 40 minutes each session.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Supplemental Intervention Instructors, hourly tutors</p> <p>Action Steps: Add additional academic hour of instruction in Math/RLA to the school master schedule. Provide intervention professional development (PD) during Professional Learning Communities (PLCs).</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement intervention professional development where teachers will use data to form small instruction groups, set individual student goals, identify targeted skills, learn implementation of focus kits, and RLA/Math software. Strategy's Expected Result/Impact: Teachers will learn to use formative assessment data to form small instructional groups, develop individual student goals, identify targeted skills, utilization of focus kits, and use the RLA/Math software. Staff Responsible for Monitoring: Teachers, Interventionist, Campus Testing Coordinator (CTC), Formal Assessment Coordinator (FAC), School Administration. Action Steps: Develop professional development plan TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use curriculum resources with fidelity during the Intervention Power Hour such as the Houghton Mifflin tabletop lessons, Measuring Up!, and Focus Kits to increase student achievement. Strategy's Expected Result/Impact: Teachers will use curriculum to address targeting skills to meet individualized student learning goals to increase student achievement, and decrease learning gaps. Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Specialist, and school administration. Action Steps: Purchase the Houghton Mifflin Tabletop lessons, Measuring Up!, and Focus Kits resources. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: School nurse will review all immunization records and contact parents to updated records prior to the immunization deadline.	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: By the end of the 2022-2023 school year, the daily attendance rate will increase from 94.64% to 98%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Increase daily attendance rate by 2%.

Evaluation Data Sources: Campus and district data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Promote and reward excellent attendance, Create awareness about attendance, Encourage students to arrive to school prior to 9:30 ADA time, Post (100%) Attendance sign on the door</p> <p>Staff Responsible for Monitoring: Principal, PEIMS, Clerk, Attendance Committee, Wrap Around Specialists, Teachers, School Counselor</p> <p>Action Steps: Attendance will be taken daily by 9:30 AM daily by the classroom teacher. Teacher will then make phone calls to students who were marked absent during teacher planning period and document on the attendance tracker located in TEAMS. Teachers will also keep a phone log in their data binder documenting those calls. Teachers will then bring their attendance concerns to PD weekly.</p> <p>The attendance Task Force will then follow up with parents who could not be reached by the classroom teacher. The Attendance Task Force, administrators, and lea leadership team will monitor the attendance tracker located in Teams.</p> <p>Codwell ES will participate in a school wide attendance incentive program rewarding scholars for perfect attendance every 9 weeks.</p> <p>Morning announcements is a time to remind everyone of the importance of attendance.</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 2: Reduce the number of students absent or arriving late to school by 10%

Evaluation Data Sources: Campus and district data reports

Strategy 1 Details	Reviews			
Strategy 1: Daily calls home to parents for students arriving to school late, create awareness about attendance goals, post attendance expectations on entry and exit doors Strategy's Expected Result/Impact: Daily calls home to parents for students arriving to school late, create awareness about attendance goals, post attendance expectations on entry and exit door Staff Responsible for Monitoring: Office Staff, Leadership Team, Teachers Action Steps: Daily calls home to parents for students arriving to school late, create awareness about attendance goals, post attendance expectations on entry and exit door. In addition to that, the Attendance Task Force will: 1. Have parents/students sign in upon late arrival. We will keep a late arrival binder at the front kiosk. 2. Attendance Task Force will monitor the binder. No more than 3 tardies per semester 3. Parent teacher conference with the principal if late arrivals continue 4. If late arrivals still continue, an Attendance contract will be created for student 5. If late arrivals still continue, then a home visit will be conducted If late arrivals still continue, then the parent will be referred to Harris County	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 3: Decrease the number of students who are picked up early by 10%

Evaluation Data Sources: Campus Sign in and sign out sheets

Strategy 1 Details	Reviews			
Strategy 1: Decrease the number of students who are picked up early by 10% Strategy's Expected Result/Impact: Decrease the number of students who are picked up early by 10% Staff Responsible for Monitoring: School Principal, Wrap Around Specialists, Front Office Staff, School Counselor, Teacher Action Steps: : If student continues to miss class then school principal becomes involved. If still unsuccessful then we will follow HISD guidelines for withdrawal. Daily calls home to parents for students who leave before the end of an instructional day , create awareness about attendance goals, post attendance expectations on entry and exit door. In addition to that, the Attendance Task Force will: 1. Have parents sign in upon early arrival. We will keep a early departure from campus binder at the front kiosk. 2. Attendance Task Force will monitor the binder. No more than 3 early departures from campus per semester unless: A. Doctors appointment - must provide documentation upon return B. Bad weather days 3. Parent teacher conference with principal if early departure from campus continues 4.If early departures still continue, an Attendance contract will be created for student 5. If early departures still continues, then the parent will be referred to Harris County	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 4: Decrease the number of students who are picked up early by 10%.

Evaluation Data Sources: Campus Sign in and sign out sheets

Strategy 1 Details	Reviews			
Strategy 1: Decrease the number of students who are picked up early by 10% Strategy's Expected Result/Impact: Decrease the number of students who are picked up early by 10% Staff Responsible for Monitoring: Decrease the number of students who are picked up early by 10% Action Steps: : If student continues to miss class then school principal becomes involved. If still unsuccessful then we will follow HISD guidelines for withdrawal. Daily calls home to parents for students who leave before the end of an instructional day , create awareness about attendance goals, post attendance expectations on entry and exit door. In addition to that, the Attendance Task Force will: 1. Have parents sign in upon early arrival. We will keep a early departure from campus binder at the front kiosk. 2. Attendance Task Force will monitor the binder. No more than 3 early departures from campus per semester unless: A. Doctors appointment - must provide documentation upon return B. Bad weather days 3. Parent teacher conference with principal if early departure from campus continues 4.If early departures still continue, an Attendance contract will be created for student 5. If early departures still continues, then the parent will be referred to Harris County	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: Codwell ES will develop and maintain authentic, staff student relationships to create respectful, caring, and culturally responsive learning environments in order to reduce the number of OSS from 18 to 13.5 totaling a 25% decrease.






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of staff will meet the physical, social, and emotional needs of students

Evaluation Data Sources: Improved student behavior leads to student achievement and independence.






Data analysis, number of discipline referrals, number of OSS, Wrap Around and Counselor sign-in logs.

Strategy 1 Details		Reviews			
Strategy 1: Provide additional staff for developmental counseling and mental health support. Provide curriculum that includes making good choices Strategy's Expected Result/Impact: Provide additional staff for developmental counseling and mental health support. Provide curriculum that includes making good choices Staff Responsible for Monitoring: Administration, School Counselor, Wrap Around Specialists Action Steps: Counselor will lead campus wide book study and implement monthly PLC focusing on an SEL strategy/skill for the month. We will also revisit Hacking School Discipline/CHAMPS books to build on the foundation set last year and reflect on what is working/what needs adjustment		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: 100% of staff will create a safe and conducive learning environment and enhance the culture of responsive discipline.






Evaluation Data Sources: Improved student behavior leads to student achievement and independence.

Data analysis, number of discipline referrals, number of OSS, Wrap Around and Counselor sign-in logs.

Strategy 1 Details		Reviews			
Strategy 1: Continue implementation of Positive Behavior System. Follow HISD framework for positive behavior intervention and support along with restorative practices. Strategy's Expected Result/Impact: Continue implementation of Positive Behavior System. Follow HISD framework for positive behavior intervention and support along with restorative practices. Staff Responsible for Monitoring: Administration, School Counselor, Wrap Around Specialists Action Steps: Identify ALL students from previous school year with discipline issues. School staff will ensure all contact information in the system is working properly. Teacher will meet with the student, document the behavior inside data binder, and contact and meet with the parent. Teacher can also provide the student with a time out in another classroom or hand out a lunch detention. Teacher will also bring data binder to PLC to discuss in-class supports.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 100% of classrooms will utilize Leader In Me program to promote positive behavior habits that explicitly defines desired expectations in a systematic manner.

Evaluation Data Sources: Leader In Me Curriculum
Classroom Observations

Strategy 1 Details		Reviews			
Strategy 1: Professional Development on Culture of Excellence Handbook, coaching and modeling by Campus Leader In Me Coach and feedback from administrators Strategy's Expected Result/Impact: Professional Development on Culture of Excellence Handbook, coaching and modeling by Campus Leader In Me Coach and feedback from administrators Staff Responsible for Monitoring: Administration, Counselor, Career Pathways Teacher Leaders and Teachers Action Steps: Professional Development with the campus and program specialist from Leader In Me.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals






Goal 3: VIOLENCE PREVENTION Decrease the number of bullying incidents at Codwell by 10%

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: Decrease the number of bullying incidents at Codwell by 10%

Evaluation Data Sources: Ensuring Student Health, Safety and Well-Being

Strategy 1 Details	Reviews			
Strategy 1: 100% of the school staff will implement campus safety plan with fidelity. Strategy's Expected Result/Impact: Feedback and debrief after drills and safety walks will be provided to Safety Committee and SDMC to continuously improve school practice/ See Something Say Something App Staff Responsible for Monitoring: Administration, Counselor, Teacher and Staff Action Steps: SAFE SCHOOLS: Establish a safe school climate by leading with behavioral expectations, caring school climate programs, positive interventions and supports, and psychological and counseling services. Encourage students to take responsibility for their part in maintaining safe school environments, including student participation in safety planning.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Measurable Objective 2: 100% completion of the HISD mandated compliance courses within the district time line.

Evaluation Data Sources: 100% compliance certificates submitted

Strategy 1 Details	Reviews			
Strategy 1: Dedicated time during pre-service training days for staff completion Strategy's Expected Result/Impact: Teachers will have completed district compliance courses by given deadline. Staff Responsible for Monitoring: Administrative Team Action Steps: Teachers will utilize dedicated pre-service professional development days, staff development days, and plan periods to complete training's.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of the staff will follow protocols and procedures for reporting

Evaluation Data Sources: 100% compliance certificates submitted

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases Strategy's Expected Result/Impact: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases Staff Responsible for Monitoring: Administrative Team Action Steps: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION:SMART Goal: By the end of the 2022-2023 school year all students will improve their reading and math by 1.0 grade level through an intensive implementation intervention plan based on Ren360 and/or EOY benchmark data , also using STAAR results.



Strategic Priorities:






Transforming Academic Outreach

Measurable Objective 1: 60% of all elementary students receiving Special Education services will increase reading levels by at least 1.0 grade level.

Evaluation Data Sources: Data Tracking sheets, Data analysis protocol and action planning,

Campus/District snapshots, Renaissance progress monitoring, Formative assessments, STAAR assessments. TELPAS, BRR, Guided Reading, and Anecdotal notes.

Strategy 1 Details		Reviews			
Strategy 1: Implement Literacy by 3 and balanced literacy blocks in conjunction with IEPs if applicable and other LEP, etc. accommodations necessary. Use of Guided Reading level take home books., Access to Imagine Learning, Myon, Learning A-Z software, and progress monitoring of data. Strategy's Expected Result/Impact: 60% of all elementary students receiving Special Education services will increase reading levels by at least 1.0 grade level. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, District TDS, School Leaders, Sped Chair, Sped Department, and Paraprofessionals. Action Steps: Students will participate in differentiated instruction, intensive small group instruction, after school and weekend tutorials. Incorporate instruction rotations in lessons. Data driven selection of skills and students will be conducted post assessments. Progress monitoring and adjustments will be made as indicated by the data.		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Strategy's Expected Result/Impact: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, District TDS, School Leaders, Sped Chair, Sped Department, and Paraprofessionals. Action Steps: : Students will participate in differentiated instruction, intensive small group instruction, after school and weekend tutorials. Incorporate instruction rotations in lessons. Data driven selection of skills and students will be conducted post assessments. Progress monitoring and adjustments will be made as indicated by the data.		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Implementation of the 5E model for lesson delivery in conjunction with IEPs if applicable and other LEP. Etc. accommodations necessary. Access to Imagine Learning, FOCUS Skill kits and other math platforms teachers assign. Strategy's Expected Result/Impact: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Staff Responsible for Monitoring: Implementation of the 5E model for lesson delivery in conjunction with IEPs if applicable and other LEP. Etc. accommodations necessary. Access to Imagine Learning, FOCUS Skill kits and other math platforms teachers assign. Action Steps: Utilize and implement Easy IEP for IEP goals to identify, assess, and improve all students growth by cognitive and academic levels by the end of the school year in June 2021. Select appropriate strategies from Goalbook to meet the needs of varied learning as indicated on benchmark data.	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: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc: SMART Goal: 100% of student in special populations will show one year's growth as indicated on Ren360/TELPAS/STAAR/District EOY benchmarks according to grade level/sub-pop classification.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: The number of students identified as Gifted and Talented will increase from 3% to 5%

Evaluation Data Sources: GT Rosters and participation in GT Expo

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of campus opportunities for our GT students to be identified Strategy's Expected Result/Impact: Increase the number of campus opportunities for our GT students to be identified Staff Responsible for Monitoring: Teachers, Administration, GT Coordinator Action Steps: 100% of teaching staff will be GT certified in order to help identify and serve students labeled GT. GT monthly Genius hour will serve identified as well as students in the evaluation process to provide opportunities for exposure to GT projects and learning strategies.	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: Students Identified with special needs (SPED), Dyslexia and or 504 will show one year growth based on EOY assessments

Evaluation Data Sources: Students taking and passing STAAR ,Data tracking Sheets

Strategy 1 Details		Reviews			
Strategy 1: Students Identified with special needs (SPED), Dyslexia and or 504 will show one year growth based on EOY assessments. Strategy's Expected Result/Impact: Result/Impact Students Identified with special needs (SPED), Dyslexia and or 504 will show one year growth based on EOY assessments. Staff Responsible for Monitoring: Special Education Department Chair, Dyslexia Coordinator, Teachers, Teacher Specialists, Campus Instructional Specialists, DDS, TDS, Principal Action Steps: 100% of teacher staff will be trained, coached and provided feedback on implementation of IEP/504/Dyslexia accommodations and strategies to improve student outcomes. PLC will review expectations, address trends in observations/data and provide added PD for staff.		Formative			Summative
		Nov	Jan	Mar	June
		 35%			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: Establish Campus PTO

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To increase parent engagement by 15%

Evaluation Data Sources: Needs assessment survey (BOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Promote the positive school culture of Codwell. Engage parents by asking for feedback and ideas. Follow up with families about concerns.</p> <p>Strategy's Expected Result/Impact: To increase parent engagement by 10%</p> <p>Staff Responsible for Monitoring: WRS, Leadership Team, Teachers</p> <p>Action Steps: WRS will perform a needs assessment at the BOY to determine the immediate needs and concerns of students and families. Parents will have the opportunity to submit a SAF (student assistance form) that goes directly to WRS. The WRS will then create a space that will be accessible for families to access resources in the community based on their specific needs.</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 2: To increase community partnerships from 5 to 10 to choose from for students and families.

Evaluation Data Sources: Flyers, social media posts, business cards, community nights, sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Family / Community Nights, Coffee with the Principal</p> <p>Strategy's Expected Result/Impact: To increase community partnerships from 5 to 10 to choose from for students and families</p>				

Staff Responsible for Monitoring: WRS, Leadership Team

Action Steps: WRS will communicate with staff and teachers to determine the concerns they have with students and how it affects their mental health. Faculty, staff and leadership will be able to submit to the WRS a SAF (student assistance form) with the needs specified. From there, WRS will follow up with the SAF, perform interventions with student's necessary and connect with service providers in the community.



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: To increase FACE events by 10% to build a rapport between parents, school staff and the community.

Evaluation Data Sources: Family & Community Engagement events

Strategy 1 Details	Reviews			
Strategy 1: WRS will collaborate with FACE and PTA/PTO to encourage parents to be involved with the school Strategy's Expected Result/Impact: To increase FACE events by 10% to build a rapport between parents, school staff and the community Staff Responsible for Monitoring: WRS, Leadership Team, Teachers Action Steps: WRS will partner with the FACE and PTO/PTA committees and the leadership team to plan more family and community engaging events. The WRS will work to understand the dynamics of our diverse families and their needs to develop events that can be attended by a large percentage of families. WRS will work to build cultural awareness and incorporate our unique characteristics in all events	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 22, 2021.

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: School nurse will review all immunization records and contact parents to updated records prior to the immunization deadline Strategy's Expected Result/Impact: Immunization monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: - Develop immunization monitoring record plan of action. - Identify students that do not have updated records and contact parents two weeks prior to the district immunization monitoring deadline. - Provide updates to school admin to monitor next steps.	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 10, 2021.

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: School nurse will develop plan to complete Vision screenings for tested grades, and provide updates on screening process to complete vision screening. Strategy's Expected Result/Impact: VISION SCREENING at Grades PK, K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2021. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: Complete vision screenings for students in testing grades. Provide updates to school administration for additional support and parent communication.	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 before December 10, 2021.

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: School nurse will develop plan to complete Hearing screenings for tested grades, and provide updates on screening process to complete vision screening. Strategy's Expected Result/Impact: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021 Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: Complete hearing screenings for students in testing grades. Provide updates to school administration for additional support and parent communication.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 10, 2021.

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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School nurse will develop plan to complete Type 2 Diabetes screenings for tested grades, and provide updates on screening process to complete screening. Strategy's Expected Result/Impact: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: Complete Type 2 Diabetes screenings for students in testing grades. Provide updates to school administration for additional support and parent communication.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:








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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School nurse will develop plan to complete Spinal screenings for tested grades, and provide updates on screening process to complete screening. Strategy's Expected Result/Impact: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: Complete Spinal screenings for students in testing grades. Provide updates to school administration for additional support and parent communication.				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.








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

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

Strategy 1 Details	Reviews			
Strategy 1: School nurse will administer all medications, emergency care of students with diabetes, seizures, and life threatening anaphylaxis. Strategy's Expected Result/Impact: All student medications will be administered by certified school nurse. Staff Responsible for Monitoring: School Nurse, School administration Action Steps: School nurse will maintain updated records of all medications. School nurse will maintain an administration log noting the time, date, name of student, and dosage.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

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

Strategy 1 Details	Reviews			
Strategy 1: School nurse will conduct monthly maintenance checks for all AEDs and submit an annual report to the Health and Medical Services. Strategy's Expected Result/Impact: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: School nurse will conduct monthly maintenance checks. School nurse will submit annual report to Health and Medical Services.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM: 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: Students will show an increase in knowledge of health education, physical strength, and obesity prevention awareness. Formative Summative

Strategy 1 Details	Reviews			
Strategy 1: Provide training on integrating physical and emotional health into personal and professional practice, and engage in activities to develop strategies geared toward 'whole child wellness'. Strategy's Expected Result/Impact: Students will show an increase in knowledge of health education, physical strength, and obesity prevention awareness. Staff Responsible for Monitoring: School Nurse, School Administration, Physical Education Teacher, School Nutrition Services Manager Action Steps: address risky youth behaviors such as lack of physical activity, poor diet, early sexual activity, and tobacco use; establish good life-long healthy practices.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 9: OTHER UNMET SMART Goal: 70% of students in Grade 5th Grade will meet grade level expectations in Science as indicated on the HISD EOY Science Assessment and STAAR.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: 100% of science teachers in grade PK-5 will implement tightly aligned lesson using the 5E model

Evaluation Data Sources: Classroom observations, lesson plan review, district benchmark assessments, student work products

Strategy 1 Details		Reviews			
Strategy 1: Classroom observations, lesson plan review, district benchmark assessments, student work products Strategy's Expected Result/Impact: Classroom observations, lesson plan review, district benchmark assessments, student work products Staff Responsible for Monitoring: Administration Team, Teachers, TDS, Special Education Teachers and Chair Action Steps: PLCS will utilize the At Bats Protocol as well as demo lessons from Mr. Tee to ensure 5E model and alignment of labs to standards for all science classes. Data will be reviewed post assessments to form work stations/reteach opportunities for students not mastering TEKS.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: 80% of 5th grade students will reach grade level expectations as measured by STAAR

Evaluation Data Sources: Classroom observations, lesson plan review, district benchmark assessments, student work products






Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly PLC meeting featuring instructional tools and At Bats, monthly Learning Labs led by the 5th grade science teacher to vertically plan lessons, Science Night, Science Fair, and planning sessions with TDS/Admin, virtual field lesson and experiences to increase science background knowledge/vocabulary</p> <p>Strategy's Expected Result/Impact: Weekly PLC meeting featuring instructional tools and At Bats, monthly Learning Labs led by the 5th grade science teacher to vertically plan lessons, Science Night, Science Fair, and planning sessions with TDS/Admin, virtual field lesson and experiences to increase science background knowledge/vocabulary</p> <p>Staff Responsible for Monitoring: Administration Team, Teachers, TDS, Special Education Teachers and Chair</p> <p>Action Steps: : All 3rd-5th graders will be assessed and data will be used to craft action plans to ensure mastery of grade level TEKS. Demo labs, Science Fair, STEM Night and monthly science projects will allow multiple opportunities for students to show mastery through authentic work products aligning to unit concepts. EOY assessments will be used to gauge effectiveness of instructional program and guide PD opportunities.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 10: HB3 Early Literacy SMART Goal: 100% of Tier 2 and Tier 3 students will grow one year between BOY and EOY on the Ren360 reading assessment






Measurable Objective 1: 100% of Tier 2 and Tier 3 students will grow one year between BOY and EOY on the Ren360 reading assessment

Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details	Reviews			
Strategy 1: Data driven small groups will occur daily targeting skills students show deficits in. Strategy's Expected Result/Impact: Data driven small groups will occur daily targeting skills students show deficits in. Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison, DDI Action Steps: Teachers will develop strategic interventions groups based on student needs. BOY data will be analyzed in pre-service to get to know scholars and prepare for the known gaps prior to COVID closure. Upon completion of Ren360 BOY screener combined with teacher observations, we will adjust groupings to close gaps and address any regression. This process will continue after commencement of all Ren360 assessments and/or district benchmarks to ensure every student is meeting their personal targets.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: 100% of teachers will be trained, coached and provided feedback on implementation of data-driven, tiered interventions to close gaps

Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details		Reviews			
Strategy 1: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Strategy's Expected Result/Impact: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison, DDI Action Steps: Teachers will implement daily tiered interventions using research based resources to close gaps for Tier 2 and 3 students as identified from data and reviewing the TEKS that were not explicitly taught during the COVID-19 closure from the previous year's grade level. Upon completion of Ren360 assessments and/or district benchmarks, the skills, TEKS and instructional strategies used for intervention will be adjusted to meet individual student needs.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: : 100% of scholars in grades K-2 will pass HFWE and progress at least four reading levels due to implementation of Literacy by 3 best practices into all Literacy Blocks

Evaluation Data Sources: HFWE; Increase students' proficiency in reading skills on Renaissance Universal Screener; Decrease of Tier 3 students as measured by Renaissance; Increase students' reading levels as assessed by Benchmark Running Records






Strategy 1 Details		Reviews			
Strategy 1: Effective planning and delivery of teaching reading foundational skills and language (i.e. print concepts, phonological awareness, phonics & word recognition). Strategy's Expected Result/Impact: Effective planning and delivery of teaching reading foundational skills and language (i.e. print concepts, phonological awareness, phonics & word recognition). Staff Responsible for Monitoring: Primary teachers, Administration, Literacy Specialist CPTL, DDI Action Steps: Teachers will implement daily Literacy by 3 best practices to ensure a solid literacy foundation is built on the fundamentals of reading.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 11: : HB 3 Early Literacy Math SMART Goal: Students in grades K-5 who fall into the Tier 2 and Tier 3 categories will grow one year in math from beginning of the year to end of the year based on Renaissance 360 assessments and STAAR.






Measurable Objective 1: 100% of Tier 2 and Tier 3 students will grow one year between BOY and EOY on the Ren360 math assessment

Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Data driven small groups will occur daily targeting skills students show deficits in. Strategy's Expected Result/Impact: Data driven small groups will occur daily targeting skills students show deficits in. Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison Action Steps: Teachers will develop strategic interventions groups based on student needs. BOY data will be analyzed in pre-service to get to know scholars and prepare for the known gaps prior to COVID closure. Upon completion of Ren360 BOY screener combined with teacher observations, we will adjust groupings to close gaps and address any regression. This process will continue after commencement of all Ren360 assessments and/or district benchmarks to ensure every student is meeting their personal targets.				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Measurable Objective 2: Teachers will develop strategic interventions groups based on student needs. BOY data will be analyzed in pre-service to get to know scholars and prepare for the known gaps prior to COVID closure. Upon completion of Ren360 BOY screener combined with teacher observations, we will adjust groupings to close gaps and address any regression. This process will continue after commencement of all Ren360 assessments and/or district benchmarks to ensure every student is meeting their personal targets.

Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details		Reviews			
Strategy 1: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Strategy's Expected Result/Impact: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison Action Steps: Teachers will implement daily tiered interventions using research based resources to close gaps for Tier 2 and 3 students as identified from data and reviewing the TEKS that were not explicitly taught during the COVID-19 closure from the previous year's grade level. Upon completion of Ren360 assessments and/or district benchmarks, the skills, TEKS and instructional strategies used for intervention will be adjusted to meet individual student needs.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 3: 100% of students in grades PK-2 will master numeracy and foundational math skills as indicated by EOY assessments.

Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details		Reviews			
Strategy 1: Engage in daily numeracy routines to help students make sense of numbers and numerical relationships while supporting reasoning and explaining thinking of problem-solving processes. Strategy's Expected Result/Impact: Engage in daily numeracy routines to help students make sense of numbers and numerical relationships while supporting reasoning and explaining thinking of problem-solving processes Staff Responsible for Monitoring: PK-2 teachers, Administration, TDS, IAT liaison, DDI and CPTL Action Steps: Teachers will implement 5E method for math instruction daily, provide opportunities for daily problem solving, model/practice number fluency and mastery of basic math facts. Small group instruction will address deficits from whole group lessons and/or trends indicated by data. Process will be reviewed and adjust after benchmarks to ensure individual student learning goals are met.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

State Compensatory

Budget for 123 Codwell Elementary School

Total SCE Funds: \$34,500.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We are leveraging State Compensatory Funds to provide after school tutorials and interventions for Tier II and Tier III scholars. We also plan to use the fund to hire interventions/tutors to aid with closing achievement gaps.

Personnel for 123 Codwell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Nelson, Mary C	Tchr, Third Grade	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

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

Literacy-Research indicates providing a solid foundation in early literacy skills is vital for success in future learning. Therefore, during the 2022-2023 school year, teachers will focus on implementing effective daily instructional strategies in implementing the Amplify RLA Curriculum in Grades K-5 which focus on phonemic awareness, word study, tiered guided reading instruction, small group instruction.

Math- During 2022-2023 school year, teachers will continue to focus on guided math strategies, such as developing number fluency, number operations, and more. 100% of teachers will be trained on vontoure strategies to share best practices to close math gaps.

Codwell has Partnered with Head Start Gulf Coast and is a part of HISD PK-Expansion.

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 to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: reviewing data, review teaching strategies, and reviewing Codwell budget.

Schoolwide reform strategies that will provide opportunities for all 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 reasearch to increase achievement for each sub group on state tests.

1. Structure and monitor weekly plc's to ensure effective planning of rigorous lessons, data analysis, and action planning.
2. Implementation of lesson plan feedback by leadership team.
3. Implementation of district and campus based assessments to monitor and track student performance and progress.
4. Implement effectively Rocket power hour for effective intervention program during the school day that closes student academic achievement gaps
5. Support teachers through weekly coaching development and weekly modeling with best practices outline by district planning guides.

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:

- Leadership Team weekly calibration walks
- PLC Meetings
- Data presentations after each assessment
- Regular PLC's to monitor and review data
- Campus progress monitoring
- Regular and classroom walkthrough and observations to monitor whole and small group instruction.
- Regular and consistent walkthrough and observations to monitor workstation implementation
- Regular and consistent participation in AT Bats to model and demonstrate best practices in instruction.

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

The SIP is available to parents in the following locations:
Codwell Elementary website

The SIP was made available to parents by:
website
SDMC 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 include these schoolwide reform strategies:
First Tier Instruction whole group lesson
facilitating instruction in a gradual release format
Administration of assessments (BOY, MOY, EOY)
Differentiated instruction through workstations for student independent practice.
Students utilizing technology in all classrooms
Hold all students to high expectations
Rocket intervention power hour
After school tutorials

Saturday tutorials
District Learning Camps

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:
Codwell Intervention Hour
Strong first tier instruction

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

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

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

- The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:
 - Parent
 - Teachers
 - Wrap Around Specialists
 - Non-Instructional Staff
- - The PFE was distributed
 - campus website
 - Hard copy distributed to individual families
 - Title one Bin
 - copy in conference
- - The languages in which the PFE was distributed include
 - English
 - Spanish

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/1/2022 Parent Meeting
- Meeting #1 Alternate -
- Meeting #2 - 10/22/22
- Meeting #2 Alternate -

- Meeting #3 - 12/10/22
- Meeting #3 Alternate -
- Meeting #4 - 2/12/22
- Meeting #4 Alternate -

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Engagement opportunities for parents are available to parents in the following locations:
Codwell Elementary website

HISD VIPS

PTO

The SIP was made available to parents by:
website
SDMC meeting

We provide the SIP to parents in the following languages:
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 #1 - 9/1/2022 Parent Meeting
- Meeting #1 Alternate -
- Meeting #2 - 10/22/22
- Meeting #2 Alternate -
- Meeting #3 - 12/10/22
- Meeting #3 Alternate -
- Meeting #4 - 2/12/22
- Meeting #4 Alternate -

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bre'anna Winzer	Kindergarten Teacher	Title 1	100%
Ebony Franklin	Magnet Coordinator	Title	100%