

Houston Independent School District

286 Herrera Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

Herrera Elementary School's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

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.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Areas of Strength:

1. In both academic years (2021-2022 and 2022-2023), the majority of students were at least at the "Approaches" level across all subjects: Math, Reading, and Science.
2. The highest mastery rate in the 2021-2022 academic year was in Reading with 28% of students achieving the "Masters" level.

Improvements Over Previous Years:

1. Reading showed a noticeable increase in students at the "Masters" level from 2021-2022 to 2022-2023, moving from 28% to 42%.

2. However, there was a slight decrease in the percentage of students in the "Approaches" and "Masters" levels in all subjects from the year 2021-2022 to 2022-2023.

Areas Where Students Excelled:

1. In the 2021-2022 academic year, students particularly excelled in Reading with 74% approaching the standard and 28% mastering it.

To attribute the improvement, especially in Reading, is attributed to high-quality instruction, curricula, and resources used during the academic year.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1 (Prioritized): The data indicates a slight decrease in the percentage of students at the "Approaches" and "Masters" levels in all subjects from the year 2021-2022 to 2022-2023. **Root Cause:** Understanding the causes of the decline is critical. This may involve an in-depth analysis to identify specific factors affecting student performance, potential changes in curriculum, or shifts in teaching methods.

Problem of Practice 2: While there was a significant improvement in Reading from 28% to 42% of students achieving the "Masters" level, ensuring the sustainability of this improvement is essential. **Root Cause:** Maintaining the positive trend in Reading requires an examination of what contributed to the improvement and strategies to continue this progress consistently.

Problem of Practice 3: In the 2021-2022 academic year, Reading was a strong area with 74% of students approaching the standard and 28% mastering it. **Root Cause:** Maintaining excellence in Reading may require ongoing investments in high-quality instruction, curricula, and resources to keep students at a high level of achievement.

School Culture and Climate

School Culture and Climate Summary

To ensure Herrera Elementary School creates a safe inviting environment for all stake holders we aim to collect feedback from students, parents, and staff. We collect information through parent-teacher meetings at the conclusion of each grading cycle. At the semester break, we send out surveys to obtain parent feedback on the overall semester. The 2022-2023 attendance rate was 96.4% which was 2% lower than the previous year's attendance average of 98%, thus preventing our scholars from building meaningful relationships with their teachers and peers, as measured by participation in after school activities, clubs, and school programs. After reviewing discipline and attendance data, we observed a correlation between bullying reports and student attendance suggesting that an area of focus for our campus is improving student safety. Based on the ongoing use of our IB framework, we continue to provide positive development of student social skills. This has positively increased in positive student attitudes, respect for all, and given the opportunity for students to become confident leaders in or out of school.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Herrera has been awarded every year as a family friendly campus at the highest levels. Students have a positive learning environment, which is focused to foster instructional growth and high expectations for students and all staff members of the campus. The execution of our IB PYP program has developed students into self-directed and motivated to do their best work. The perception data is collected through various formats involving all parties in the learning environment. We consistently show improvement in these areas as new cohorts of students move through Herrera and teachers become more effective in utilizing the IB framework to support both academics and social needs of Herrera Students.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Students identified as English Language Learners have a higher absence rate than other sub-populations which results in lower student performance. **Root Cause:** Though we have dedicated resources to engage students and parents, we have a gap in the translation of announcements and notifications at times, thus leaving our ELL community disconnected from the school at times.

Problem of Practice 2: At Herrera Elementary, parental involvement and the ability to be involved with the campus has decreased. **Root Cause:** Parents have new priorities since the pandemic. Parents do not feel they have the time to commit to giving time for supporting campus needs and programs. Some parents are working multiple jobs still catching up from the effects of the pandemic, which takes away some ability to support student or campus programs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Herrera Elementary School demonstrates relatively consistent student performance across different subjects and years, suggesting a stable level of teacher quality and instructional methods. In the 2021-2022 academic year, a significant majority of students approached or met the standards in math (71%), reading (74%), and science (64%). These trends continued into the following year, with similar percentages of students meeting or approaching the standards in math (69%), reading (71%), and science (63%). While there were minor fluctuations, the overall performance remained steady, indicating a consistent approach to teaching and learning at Herrera Elementary School. The data suggests that the school has a solid foundation of teacher quality and instructional strategies that support student growth and achievement across various subjects.

What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Herrera ES, there were 50 teachers as of June 1, 2023. Ten teachers left the campus by October 25, 2023, resulting in a turnover rate of 20%. The staff attendance rate was 97%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, exemplifying our proactive approach in attracting exceptionally skilled educators to our school.

How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction.

Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted.

The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and

student outcomes.

To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The data for Herrera Elementary School provides information about the demographic characteristics of the teaching staff, including gender distribution and years of teaching experience.

Strengths:

- **Gender Diversity:** Herrera Elementary School has a teaching staff with good gender diversity, comprising 28 female staff members and 5 male staff members. Gender diversity is important for fostering an inclusive educational environment.
- **Experienced Teachers:** The school employs teachers with varying levels of experience, including both relatively new teachers (20 staff members with ≤ 5 years of experience) and more experienced teachers (11 staff members with ≥ 11 years of experience). This mix of experience levels suggests that the school values the contributions of both novice educators and those with substantial teaching experience.

The available data for Herrera Elementary School indicates strengths in terms of gender diversity and a balanced mix of teaching experience levels among the teaching staff. However, the data does not offer insights into the specific professional development practices that contributed to these strengths.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Herrera Elementary School experiences minor fluctuations in student performance across different subjects and academic years, suggesting a stable level of teacher quality and instructional strategies. While this stability is generally positive, it may indicate a lack of significant growth or innovation in teaching methods over time. **Root**

Cause: The primary cause of minor variations in student performance is the absence of ongoing innovation in teaching methods. To address this issue, the school should prioritize continuous professional development and encourage teachers to explore and implement innovative instructional strategies to elevate student performance further.

Problem of Practice 2: The school faces a teacher turnover rate of 20%, which, although relatively low compared to other institutions, can still impact the continuity of education and school culture. **Root Cause:** The primary cause of the teacher turnover rate, albeit low, might be dissatisfaction or a lack of support for staff members. To address this issue, the school should assess the factors that might affect teacher satisfaction and take proactive measures to improve staff support and retention.

Problem of Practice 3: While the school has good gender diversity among the teaching staff, it may not be fully leveraging the benefits of this diversity to create a more inclusive learning environment. **Root Cause:** The primary cause of underutilization of gender diversity is the absence of explicit strategies and practices to harness the advantages of a diverse teaching staff fully. To address this issue, the school should invest in diversity and inclusion training and practices that maximize the benefits of gender diversity for students and the school's overall culture.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents are more engaged in events that involve activities that students like to participate in such as: Festivals, Student Poetry Readings, International Festivals, celebrations, etc... The only known barriers preventing Herrera's parents from participating have been those who have multiple jobs and can not make the times of school functions. Other barriers have been the increased lack of interest from parents wanting to be part of their child's education in comparison to previous pre-pandemic years.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data: IB program - impacts parent involvement by including parents in the reflection of student projects and upcoming work, which increases student performance since parents are involved and students want to impress parents with their research abilities and leadership skills gain by being part of the pyp program.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: Parent involvement and the ability to be involved with the campus has decreased. **Root Cause:** There is a lack of interest from some parents regarding their child's educational progress due to various hardships facing some parents.

Problem of Practice 2: Parents at times will not see information on upcoming activities that the school will be executing for parents and students. **Root Cause:** Some parents are not tuned into some of the various methods of public relations such as, twitter, facebook, Dojo, tictok, etc...

Priority Problems of Practice

Problem of Practice 1: The data indicates a slight decrease in the percentage of students at the "Approaches" and "Masters" levels in all subjects from the year 2021-2022 to 2022-2023.

Root Cause 1: Understanding the causes of the decline is critical. This may involve an in-depth analysis to identify specific factors affecting student performance, potential changes in curriculum, or shifts in teaching methods.

Problem of Practice 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Key Actions

Revised/Approved: October 23, 2023

Key Action 1: Develop leadership capacity through instructional coaching and feedback.

Strategic Priorities:

Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: By May 2024, the objectives are to enhance the proficiency of On-the-Spot observations to 90%, increase alignment in leadership calibration walks to at least 92%, and boost staff satisfaction ratings in the Leadership Perception survey by 20% from the middle to the end of the year.

Indicator 1: 80% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 90% proficiency in May 2024.

Indicator 2: Alignment of leadership calibration walks will increase by 10% quarterly (12 calibrated walks each quarter), with an alignment rate of at least 92% by the 3rd quarter (May 2024).

Indicator 3: Leadership Perception survey will increase satisfaction or above ratings by staff from MOY to EOY by 20%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The principal and Tier II leaders will engage in a multifaceted leadership strategy that involves weekly Leadership PLCs, focused instructional leadership activities, continuous professional development, and robust feedback and coaching mechanisms, such as in-the-moment coaching and specialized training in effective schools' frameworks and observation feedback cycles, to foster a culture of high performance and transformative instructional commitments campus-wide.</p> <p>School Leaders' Actions</p> <p>All leadership team members will leverage Microsoft Outlook to schedule daily transformational tasks (classroom visits 80% of the day) to provide in-the-moment coaching around campus-wide instructional commitments as aligned to the rubric of the Spot Observations.</p> <p>The principal will support the growth and development of Tier II leaders by conducting weekly leadership calibration walks (team and individually) using the Spot Observation rubric to streamline feedback and coaching of teachers which will impact student outcomes.</p> <p>Provide PD to leadership team on the Effective Schools Framework, Lever I: Strong School Leadership and Planning. Lever 5.2 and 5.3: Observation and Feedback Cycles & Data Driven Instruction.</p>	Formative			Summative
	Feb	Mar	Apr	June
	Empty review cells			

The principal will conduct one-on-one monthly check-ins with each leadership team member to review Leadership Weekly documents for progress and provide coaching support on identified gaps.

The principal will observe in-the-moment coaching, coaching feedback conferences, and PLCs to provide in-the-moment coaching and learn-term support to Tier II leaders.

Staff Actions


The Principal will hold weekly Leadership PLCs where Tier II leaders will (a) practice feedback conversations for upcoming teacher conferences based on observations, (b) analyze assigned department data, and (c) conduct data presentations before engaging in PLC work with teachers.

Tier II leaders will maintain a Leadership Weekly document to share during each weekly leadership team meeting.

Leaders will engage in Leadership Huddles at the start of each Monday: (a) SEL Check-in, (b) Instructional Leadership Focus of the week, (c) Leadership & Teacher PLC work, (d) Campus Events

Tier II Leaders will provide PD to teachers on Spot Observations and instructional coaching supports to create a campus culture of coaching and high performance.

Schedule teacher conferences with the assigned appraiser to analyze observations and create a coaching plan of action to address gaps.

 No Progress  Accomplished  Continue/Modify  Discontinue

Key Action 2: Grow teacher capacity to improve the quality of first instruction through coaching and feedback.

Strategic Priorities:

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

Indicator of Success 1: The goal is to elevate the proficiency in On-the-Spot observations to 90% by May 2024, significantly enhance student achievement in STAAR Core Areas to 50% Meets and 18% Masters by EOY, and boost NWEA Math and Reading growth incrementally between BOY-MOY by 8% and MOY-EOY by 13%.


Indicator 1: 80% of On-the-Spot observations scored using the rubric by the district will have a proficient rating or higher in December 2023 and increase to 90% proficiency in May 2024.


Indicator 2: Increase overall student achievement at the Meets and Masters level from 39% and 11% in STAAR Core Areas, respectively, to:
44% Meets (157 students) and 14% Masters (50 students) on the MOY
50% Meets (178 students) and 18% Masters (64 students) on the EOY

Indicator 3: Increase NWEA Math and Reading growth between the BOY-MOY by 8% (57 students) and MOY-EOY by 13% (93 students)

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The team will engage in continuous professional development, focused collaboration, and rigorous planning to enhance instructional delivery, utilizing data-driven protocols to address student learning gaps and promote engagement through various strategies like Multiple Response Systems and project-based learning, aiming for maximized instructional efficacy and enriched student outcomes in alignment with HISD Core Values.</p> <p>School Leaders' Actions</p> <p>Admin & Team Leaders will participate in PD on HISD Core Values/Ready Characteristics, Spot Observations, and meeting campus instructional expectations.</p> <p>Collaborate with Team Leaders to plan and facilitate weekly structured department PLCs to practice and analyze instructional delivery, conduct data-driven instruction protocols from campus benchmark results, engage in PD, and backwards plan for upcoming on-grade-level units with scaffolds and supports for special pops.</p> <p>Progress-monitor overall and Domain 3 student achievement and growth at the Meets and Masters levels on campus benchmarks to make instructional pivots to address gaps in student learning.</p> <p>Staff Actions</p> <p>Participate in PD on HISD Core Values/Ready Characteristics, Spot Observations, and meeting campus instructional expectations, including multiple response strategies, demonstration of learning, and lesson alignment.</p> <p>Engage in weekly structured Grade Level PLC meetings and Monthly Planning Workshops to practice and analyze instructional delivery, conduct data-driven instruction protocols from campus benchmark results, engage in PD, and backwards plan for upcoming on-grade-level units with differentiated scaffolds and supports for special pops.</p> <p>Implement usage of Multiple Response System (MRS) every 4 minutes throughout the instructional block.</p> <p>Consistently implement DOLs following Eureka and Amplify pacing for each instructional block and respond to gaps in learning.</p> <p>Create systems in the classroom to maximize instructional time in the instructional block, including the use of visual timers throughout the lesson for pacing.</p> <p>Use Intervention block to develop and reinforce Critical thinking skills, Communication, Collaboration, and Creativity while front loading vocabulary and skills for upcoming lessons.</p> <p>Embed at least 2 per semester rigorous project-based learning within 100% classes participation from the IB Planner(s).</p>	Formative			Summative
	Feb	Mar	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Key Action 3: Increase SpEd team's compliance and instructional capacity through the realignment of skills and systems.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Indicator of Success 1: The plan aims to achieve full compliance in the EasyIEP system and enhance Special Education (SpEd) students' achievement levels on the STAAR test by systematically improving performance metrics across various assessments, with specific incremental targets set for 'Meets' and 'Masters' levels, and a strategic focus on continuous monitoring and improvement in all test subjects.

Indicator 1: Increase SpEd compliance in EasyIEP system from 98% to 100%, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.

Indicator 2: Increase STAAR Spring 2024 overall SpEd student achievement at the Meets and Masters level from 9% (4 students) and 4% (2 students), by systematically increasing the number of Meets and Masters in all Unit/Common Assessments to:

- 23% (10 students) Meets and 7% (3 students) Masters on the MOY
- 30% (14 students) Meets and 9% (5 students) Masters on the EOY

Indicator 3: Increase Spring STAAR overall SpEd student achievement level of all test subjects by 15% at the approaches level, 10% at the Meets, and 5% at Master level. SpEd student performance will be monitored after each unit assessment.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: The strategy focuses on elevating the proficiency of the Special Education (SpEd) department through extensive professional development (PD), reinforcing the formulation and execution of Individualized Education Program (IEP) goals, and fostering robust collaboration and systematic planning among team members. This approach intends to improve instructional practices, maintain consistent accountability, optimize compliance, and promote a meticulous, data-driven methodology to enhance the educational outcomes and progression of SpEd students.</p> <p>School Leaders' Actions</p> <p>Expand Department Chair, Resource Teachers, Co-Teacher, and Tutor knowledge base of SpEd policy, procedures and expectations, and best practices for instructional planning and delivery through targeted PD, weekly PLCs with content and leadership teams.</p> <p>Devise a backwards design system that will allow for the creation of a year-long ARD calendar for 100% accountability.</p> <p>Formulate and examine new and existing IEP goals for clarity, alignment, and cohesiveness.</p> <p>Create a comprehensive system between general education teacher and inclusion teacher to document IEP goal progress, accommodations and implementation.</p> <p>Principal and SPED Admin will establish the team duties and responsibilities to clearly balance time on compliance and quality instructional delivery to impact documentation alignment and maximizing instructional impact on SpEd students'</p>	Formative			Summative
	Feb	Mar	Apr	June

academic growth.

SpEd Administrator will develop a schedule for Bi-weekly observations and feedback using Spot Observations that will ensure quality instructional delivery and purposeful content support.

SpEd Administrator and SPED Department Chair will conduct pre-conferences with individual co-teachers, to review individual student instructional data for assigned caseload to fine-tune instructional focus leading to student growth on the specific IEP goals for each cycle.

Ensure inclusion teachers attend Amplify and Eureka curriculums PD and effectively deliver content to student case loads.

SpEd Department Chair and Admin will collaborate to write a clear set of goals and responsibilities for each member of the SpEd department regarding compliance and instructional commitments.

SpEd Department Chairs will schedule bi-weekly teacher observations and feedback on instructional deliverance for a 100% of SpEd teachers.

Staff Actions

Participate in PD on policy and best practices for writing and implementing IEP goals and objectives with accurate progress monitoring aligned to district and campus systems to improve the effectiveness of IEP implementation.

Participate in Co-Teacher/General Education Teacher PD that outlines effective instructional delivery practices.

General education and Co-Teachers will collaboratively plan, and track student progress on assessments and debrief during PLCs.

SpEd Teachers will track and analyze assigned caseload data to create a differentiated learning plan in compliance with students' IEP in collaboration with general education teachers.

SpEd Department Chairs/Team will create a shared calendar for ARDs for the entire year, scheduled at least 20 days out to maintain 100% accountability.

SpEd Department Chairs will create an internal audit of IEP goals prior to the draft being sent home to the parents and before the ARD committee meeting.

SpEd caseload teachers will identify and track the already written IEPs that need to be updated to match quality standards by the following ARD so they can ensure 100% quality IEP goals and accommodations by end of school year.

SpEd Inclusion teachers will attend Amplify and Eureka curriculums PD and effectively deliver content to student case loads.

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No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for 286 Herrera Elementary School

Total SCE Funds: \$174,555.00

Total FTEs Funded by SCE: 3.1

Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Herrera Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

Personnel for 286 Herrera Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Analee De La Rosa	Academic Tutor-Hr	1
Casandra Cortez	Tchr, Bilingual	0.59
Guillermo Nieves Saliano	Tchr, Fifth Grade	0.01
Lan Vy Turner	Tchr, Fifth Grade	1
Luz Martinez Martinez	Tchr, Bilingual	0.5