

Houston Independent School District

158 Garden Villas Elementary School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

We will provide scholars with rigorous instruction intergrated through arts and academics; foster safe and engaging learning environments; and develop critical thinking skills through authentic learning experiences.

Vision

Every student will be at or above grade level in reading and mathematics by the end of second grade.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Garden Villas Elementary is located on Santa Fe Street in the Garden Villas area of Southeast Houston. It is situated in the neighborhood bounded by the streets of Sims Dr. and Swallow St. For close to 100 years, Garden Villas Music Magnet has had a long-standing history of excellence and quality music education experiences for all students. As a school wide magnet program, all students in PK-5 receive daily music instruction with emphasis in the following disciplines: Foundations of Music, Piano, Orchestra, Choir, and Band. The magnet program is also home to our Active Magnet programs: daily Physical Education classes, soccer team and track team. After-school enrichment has been revitalized and new programs for students include: Name That Book, Monarch Heroes, & Engineering Heroes.

The population of approximately 500 students is ethnically divided into 74.8% Hispanic, 23.6% African American, 1% White, and <1% American Indian and Two or More Races. Currently 38.7% of our students are identified as Limited English Proficient, 3.9% are served as Gifted and Talented program and 4.5% are served in our Special Education Program. Approximately 90% of our students are economically disadvantaged and qualify for free and reduced lunch. Garden Villas is designated as a school-wide Title 1 school and all students receive free breakfast and lunch. The teacher certification is divided into 26% Bilingual, 9% ESL, 59% Regular, and 6% Special Education. 100% of our teachers are certified to teach Elementary Education.

Over the past 3 years, GVE has experienced an average of 20% decline in student enrollment each year. This decline mirrors the decline in student enrollment across the entire school district. Additionally, the addition of phases to the Magnet application process and parameters associated with in-district transfers has also greatly impacted enrollment. Most notably the loss has impacted our Hispanic population. This has been attributed to families who desire to keep their students together and transition all students to K-8 charter schools once the oldest sibling reaches middle school. As this trend has recently been identified, our campus is working to develop a plan of action to meet the needs of these families and ultimately, retain these students.

Demographics Strengths

Garden Villas Elementary is home to a diverse body of student learners. Students of all abilities are served in their respective programs by highly qualified teachers. It is a neighborhood school that is beginning to experience the positive impacts of gentrification; specifically a new, more diverse clientele and increased parental involvement. Teacher ethnicity is indicative of our student population; students are able to see themselves represented in our school staff. GVE is proud to have been designated as a Platinum Family Friendly School for the past 3 years.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: To address the needs of multi-student families, it is vital that we focus on developing a campus action plan to meet their needs and retain younger siblings when the older sibling transitions to middle school. **Root Cause:** Increase in K-8 neighborhood charter schools

Student Learning

Student Learning Summary

At Garden Villas, our priority is increasing the instructional rigor, closing the achievement gaps, and providing daily Tier 3 interventions in all grade levels. The pandemic has introduced several new sub-populations to address: 1) Students who resumed F2F learning during the 2020-2021 school year and 2) Students who participated in virtual learning through the end of the 2020-2021 school year.

Our data from the past 3 years, has revealed serious gaps between the primary and upper grade levels, as well as inconsistency in STAAR results in all subject areas over the past 3 years. Domain ratings from 2018-19 and 2019-2020 include the following:

Student Achievement School Progress Closing the Gaps		
2017-2018 72	85	85
2018-2019 72	83	77

Data has indicated inconsistencies in African American and Hispanic students; as well as continuously and non-continuously enrolled students performing at the meets level on STAAR Reading. This has attributed to the decrease across all domain areas. Despite this, we have earned the following distinctions: Comparative Academic Growth (2 years), Mathematics & Science (1 year each).

Student performance on district assessments has remained consistent and indicative of how students eventually perform on STAAR. We have determined that STAAR is not only vital as a measure of achievement for 3rd-5th grade students, but that every grade is a testing grade and it is imperative that there is purposeful planning and intention in executing aligned first instruction in all grade levels. To address the needs of all students, it is vital that we focus on aligned first instruction and a daily intervention block in every classroom. This is our identified need. Every teacher at Garden Villas will be focusing on first instruction and intervention. This will be the focus of our Professional Learning Communities and professional development throughout the school year. What is notable is that despite the varied learning modalities during the 2020-2021 school year, campus goals were met in some grade level and content areas.

Student Learning Strengths

Students at GVE have an eagerness to learn and have an aptitude for growth. Being students of music has enhanced their ability to remain disciplined and exhibit resiliency when challenges arise.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: To address the needs of all students, it is vital that we focus on differentiated instructional strategies that are designed to meet the various learning needs of all students. **Root Cause:** Teachers have not received adequate training to equip them with the tools and effective practices to appropriately differentiate for students.

School Processes & Programs

School Processes & Programs Summary

Garden Villas Elementary operates a school-wide music magnet program. Students in PK-2 participate in music exploration through daily general music courses, while 3rd-5th grade students participate in their area of discipline (choir, band, piano or strings). Other programs present at GVE include Special Education, Gifted and Talented, as well as Traditional Bilingual (TBP). All of the programs are aligned with our campus vision, mission and goals. Specifically, that every scholar will be at or above grade level in reading and mathematics by the end of second grade. This is addressed through our mission to provide scholars with rigorous instruction integrated through arts and academics. We believe that all students can learn and hold all students to the same standards. We understand that though the journey to meet standards may differ, all students can meet standards. The needs of students in varying programs are met daily through several campus initiatives. Each morning students in K-5 participate in Power Hour. The purpose of Power Hour is two-fold --1) to build reading stamina and 2) provide intensive intervention to students who are Tier 3 and who meet the requirements for Accelerated Learning Groups (per HB4545). Fountas & Pinnell LLI is used for reading intervention, while Number Worlds is used in 1st-5th math. Additional support is provided to students during time allocated for small group instruction during the math and literacy blocks. Data indicates both SPED and EL populations consistently state targets in academic achievement and growth in both reading and math (see addendum).

School Processes & Programs Strengths

In spite of the COVID disruption, pockets of programs have continued to excel. Most notably 5th grade reading and math data from Spring 2021 with 5th grade reading exceeding campus goals.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: To address the needs of our SPED and EL populations, it is vital that we focus on differentiated instructional strategies that are designed to meet the varied needs of this population of students. **Root Cause:** Teachers have not received adequate training to equip them with the tools and effective practices to appropriately differentiate and intervene for students.

Perceptions

Perceptions Summary

The last 2 years have seen a drastic difference between attendance rates. Overall, attendance dropped 6.5% from 96% in 2019-2020 to 89.5% in 2020-2021. When analyzing the breakdown of race/ethnicity groups, as well as student groups the following was observed:

Race/Ethnicity/Student Group 2019-2020 2020-2021

Hispanic	96.1%	90.5%
Black	95.9%	87%
White	90.1%	76.6%
Male	96%	89.2%
Female	96%	89.9%

A review of the attendance rates of special populations indicated the following:

Special Populations 2019-2020 2020-2021

SPED	95.7%	91.5%
LEP	96.7%	92.2%
Gifted & Talented	97.8%	97.3%
Overall	96%	90%

Behavior data has remained consistent and there have been no DAEP placements in the last 3 years. Restorative Discipline has been utilized as a resource to reduce conflict. Our counselor has also played a role in mentoring and providing weekly support to students.

The turnover rate has reached an all time low. Last school year, teachers either retired or relocated from the city. This is attributed to our culture built on establishing relationships. First year teachers are assigned mentor teachers; however the focus on relationship has led to the receptiveness of teachers to coaching and feedback, all designed to improve student outcomes. Parent/guardian/community participation rates are measured based on the involvement in various events. The addition of virtual meetings has increased parent attendance in events such as Coffee with the Principal.

Students describe the learning environment as fun. GVE has been intentional about systematic instruction across content and grade levels. GVE is a generational campus and many of our parents were students themselves. There is much pride about GVE and parents are excited to send their students to the same school where they once attended. GVE is a pillar of the community and its namesake. A partnership with Garden Villas Community Association (GVCA) has been established.

Perceptions Strengths

GVE's perceptual strengths include being a generational school with an award-winning music department and having a supportive community.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: To address the perceptions of our school community, it is vital that we focus on building a sense of community and belonging among all stakeholders.

Root Cause: There are not enough varied opportunities for the school community to be involved.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: By the end of the 2021- 2022 school year, the percentage of students scoring in the Meets Grade Level Standard on STAAR will increase 2 percentage points to 35%.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will utilize Lead4Ward to develop checks for understanding that are aligned to lesson objectives. Evaluation Data Sources: CFUs, Snapshots, DLA, Mock STAAR, STAAR, HFWE, R360, Imagine Reading	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize IQ released tests to lesson plan and will incorporate all stimuli into all facets of the literacy block (read-aloud, mini-lesson, workstations and checks for understanding).

Strategy's Expected Result/Impact: Campus goals for reading are met and/or exceeded.

Staff Responsible for Monitoring: ELAR Teachers, Tealisha Riley, Amisha Blake, Kimberly Thompson

Action Steps: Content Leaders will model how to use Lead4Ward in conjunction with the Scope and Sequence to create stimuli aligned to resources used during read alouds, mini lessons, and workstations.

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$7,500

Strategy 2: Teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Strategy's Expected Result/Impact: Campus goals for reading are met or exceeded

Staff Responsible for Monitoring: Tealisha Riley, Amisha Blake

Action Steps: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math

Funding Sources: - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$2,500

Strategy 3: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on

best practices to improve instruction.

Strategy's Expected Result/Impact: Campus goals for reading are met or exceeded

Staff Responsible for Monitoring: Tealisha Riley, Amisha Blake

Action Steps: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize data from HFWE, Circle, R360, OnTrack, Imagine Reading and BRR to identify student reading behaviors and develop plans to address skill deficiencies.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: ELAR Teachers, Tealisha Riley, Amisha Blake, Kimberly Thompson

Action Steps: During Data PLCs, teachers will analyze student HFWE, Circle, R360, OnTrack, Imagine Reading and BRR data to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: After-School Tutorial Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,212.50

Strategy 2: Teachers will form groups of students based on ability for guided reading groups, small group instruction and Tier 3 intervention.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: Tealisha Riley, Amisha Blake

Action Steps: Teachers will form groups of students based on ability for guided reading groups, small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: Teachers will plan small group lessons focusing on closing the reading instructional gaps that students need to progress to achieving mastery on assessments.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: Tealisha Riley, Amisha Blake

Action Steps: Teachers will plan small group lessons focusing on closing the reading instructional gaps that students need to progress to achieving mastery on assessments.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students demonstrate one year's growth in reading level as measured by running records. Evaluation Data Sources: BRR, Imagine Reading, Scholastic Book room	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize BRR & Imagine Reading data as a blueprint to develop lessons that address student skill deficiencies.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: ELAR Teachers, Tealisha Riley, Amisha Blake, Kimberly Thompson

Action Steps: Teachers will assess student progress at various check points throughout the year based on reading level. Tier I students will be progress monitored every month; Tier II students will be progress monitored biweekly; and Tier III students will be progress monitored every week.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 2: Student data will be used to determine guided reading groups and intervention in order to address specific student deficiencies in reading fluency and reading comprehension.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level

Staff Responsible for Monitoring: Tealisha Riley, Amisha Blake

Action Steps: Student data will be used to determine guided reading groups and intervention in order to address specific student deficiencies in reading fluency and reading comprehension.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: K-2 students will demonstrate mastery of high frequency words. Evaluation Data Sources: HFWE HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will incorporate HFW into daily word work and weekly assessments.

Strategy's Expected Result/Impact: At least 80% of students will meet standard on first administration of HFWE.

Staff Responsible for Monitoring: ELAR Teachers, Tealisha Riley, Amisha Blake, Kimberly Thompson

Action Steps: Content Leaders will model how to incorporate HFW into daily word work lessons.

Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$250

Strategy 2: The pacing calendar will be utilized to ensure that checkpoints are build into assessment and that all words are covered prior to the first administration of HFWE.

Strategy's Expected Result/Impact: At least 80% of students will meet standard on first administration of HFWE.

Staff Responsible for Monitoring: Tealisha Riley

Action Steps: The pacing calendar will be utilized to ensure that checkpoints are build into assessment and that all words are covered prior to the first administration of HFWE.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: K-2 students will demonstrate at least 1 year's growth in reading. Evaluation Data Sources: EOY Reading Screener, 3rd Grade STAAR Reading HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement professional development grounded in the science of teaching reading that targets oral language.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: ELAR Teachers, Tealisha Riley, Amisha Blake, Kimberly Thompson

Action Steps: New Kinder & 1st grader teachers, as well Tier 2 leader (assistant principal) will participate in the Reading Academy.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math





Strategy 2: Best practices from the Reading Academy will be shared with the respective content leads and PLC topics will be adjusted to ensure modeling and sharing of best practices in literacy.

Strategy's Expected Result/Impact: At least 80% of students will be at or above grade reading level.

Staff Responsible for Monitoring: Tealisha Riley, Kimberly Thompson

Action Steps: Best practices from the Reading Academy will be shared with the respective content leads and PLC topics will be adjusted to ensure modeling and sharing of best practices in literacy.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: Grade 3 students will demonstrate at least 1 year's growth in reading. Evaluation Data Sources: EOY Reading Screener HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Train teachers to implement explicit phonics instruction using Units of Study and reading intervention using LLI.

Strategy's Expected Result/Impact: At least 80% of students at or above their grade reading level.

Staff Responsible for Monitoring: ELAR Teachers, Amisha Blake, Tealisha Riley, Kimberly Thompson

Action Steps: Teachers will be trained in Units of Study (Lucy Calkins) and Fountas & Pinnell LLI.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$500

Strategy 2: Teachers will assess student progress at various check points throughout the year based on reading level. Tier I students will be progress monitored every month; Tier II students will be progress monitored biweekly; and Tier III students will be progress monitored every week.

Strategy's Expected Result/Impact: At least 80% of students at or above their grade reading level.

Staff Responsible for Monitoring: Tealisha Riley

Action Steps: Teachers will assess student progress at various check points throughout the year based on reading level. Tier I students will be progress monitored every month; Tier II students will be progress monitored biweekly; and Tier III students will be progress monitored every week.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: Student data will be used to determine guided reading groups and intervention in order to address specific student deficiencies in reading fluency and reading comprehension.

Strategy's Expected Result/Impact: At least 80% of students at or above their grade reading level.

Staff Responsible for Monitoring: Tealisha Riley

Action Steps: Student data will be used to determine guided reading groups and intervention in order to address specific student deficiencies in reading fluency and reading comprehension.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$2,500

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: For the 2021 - 2022 school year, the percentage of students scoring in the Meets Grade Level Standard on STAAR will increase 10 percentage points to 50%.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will utilize Lead4Ward to develop checks for understanding that are aligned to lesson objectives. Evaluation Data Sources: Snapshots DLAs Unit Assessments STAAR	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize IQ released tests to lesson plan and will incorporate all stimuli into all facets of the 5E math block.

Strategy's Expected Result/Impact: Campus math goals are met and/or exceeded

Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: Content Leaders will model how to use Lead4Ward in conjunction with the Scope and Sequence to create stimuli aligned lesson plans, instruction, and checks for understanding.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$7,500

Strategy 2: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Strategy's Expected Result/Impact: Campus math goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$2,500

Strategy 3: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction.

Strategy's Expected Result/Impact: Campus math goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will conduct "At Bat's" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will prove their capacity to use data to drive their instruction.

Strategy's Expected Result/Impact: Campus goals will be met and/or exceeded.

Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DLAs) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

Title I Schoolwide Elements: 2.4, 2.6

Funding Sources: After-School Tutorial Teachers - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$5,212.50

Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Strategy's Expected Result/Impact: Campus math goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Strategy's Expected Result/Impact: Campus math goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will demonstrate growth in numerical fluency as determined by math running records. Evaluation Data Sources: Math Running Records HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize math running record data as a blueprint to develop lessons that address student numerical fluency deficiencies; specifically in addition, subtraction, and multiplication.

Strategy's Expected Result/Impact: At least 80% mastery on numerical fluency running records

Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: Teachers will analyze student assessment data (CFUs, DLAs) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Strategy's Expected Result/Impact: At least 80% mastery on numerical fluency running records.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.6

Strategy 3: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Strategy's Expected Result/Impact: Campus math goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: K-3 will demonstrate addition, subtraction, and multiplication fluency. Evaluation Data Sources: EOY Math Screener HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement research-based effective and systematic instructional practices in mathematics grades K-3 that teachers can use to help students develop problem-solving skills and a strong foundation of number sense and fluency.

Strategy's Expected Result/Impact: At least 80% of students will demonstrate math fluency.

Staff Responsible for Monitoring: Math Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: Teachers will assess student progress at various check points throughout the year based on numerical fluency. Tier I students will be progress monitored every month; Tier II students will be progress monitored biweekly; and Tier III students will be progress monitored every week.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math





Strategy 2: Student data will be used to determine fluency groups and intervention in order to address specific student deficiencies in numerical fluency. Admin will utilize results from progress monitoring to determine effectiveness of interventions and adjust plans as needed.

Strategy's Expected Result/Impact: At least 80% will demonstrate mastery on numerical fluency.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Student data will be used to determine fluency groups and intervention in order to address specific student deficiencies in numerical fluency. Admin will utilize results from progress monitoring to determine effectiveness of interventions and adjust plans as needed.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: PK students will demonstrate mastery on all math Circle assessment subsets. Evaluation Data Sources: EOY Circle Assessment HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will utilize data to target small group instruction based on the following subsets: patterns, counting sets, number, number naming, operations, rote counting, shape discrimination, shape naming, operations, rote counting, shape discrimination, shape naming.

Strategy's Expected Result/Impact: At least 80% of PK students will demonstrate mastery on EOY Circle

Staff Responsible for Monitoring: PK Teachers, Amisha Blake, Tealisha Riley, Kimberly Thompson

Action Steps: During Data PLCs, admin and teachers will analyze PK Circle data to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Strategy's Expected Result/Impact: At least 80% of PK students will demonstrate mastery on EOY Circle

Staff Responsible for Monitoring: Amisha Blake

Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: Teachers will plan small group lessons focusing on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Strategy's Expected Result/Impact: At least 80% of PK students will demonstrate mastery on EOY Circle

Staff Responsible for Monitoring: Amisha Blake

Action Steps: Teachers will plan small group lessons focusing on closing the math instructional gaps that students need to progress to achieving mastery on assessments.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

Board Goal 4: CLOSING THE GAPS 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 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: By the end of the 2021-2022 school year, all SPED students will demonstrate at minimum .5 year's growth as demonstrated on R360.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will utilize IEPs to modify instruction and assessment tasks that are aligned to lesson objectives. Evaluation Data Sources: CFUs, Snapshots, DLA, Mock STAAR, STAAR, HFWE, R360, Imagine Reading	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize student IEPs to modify lesson plans and plan for student instructional tasks that are aligned to standard, but designed to meet student need.

Strategy's Expected Result/Impact: Campus goals are met or exceeded.

Staff Responsible for Monitoring: All Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 2: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks.

Strategy's Expected Result/Impact: Campus goals are met or exceeded.

Staff Responsible for Monitoring: Amisha Blake, Kimberly Thompson, Vanessa Kengni

Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math





Strategy 3: During Planning PLCs, teachers will utilize student IEPs to prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher.

Strategy's Expected Result/Impact: Campus goals are met or exceeded.

Staff Responsible for Monitoring: Amisha Blake, Kimberly Thompson, Vanessa Kengni

Action Steps: During Planning PLCs, teachers will utilize student IEPs to prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Teachers will prove their capacity to use data to drive their instruction. Evaluation Data Sources: CFUs, SNAPs, DLA, Mock STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will utilize data from CFUs & District Level Assessments to identify student strengths/areas for growth and develop plans to address skill deficiencies.

Strategy's Expected Result/Impact: Campus goals will be met or exceeded

Staff Responsible for Monitoring: All Teachers, Kimberly Thompson, Tealisha Riley, Amisha Blake

Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DLAs, R360) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

"

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need.

Strategy's Expected Result/Impact: Campus goals will be met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson, Amisha Blake, Vanessa Kengni

Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Strategy 3: Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need.

Strategy's Expected Result/Impact: Campus goals will be met or exceeded.

Staff Responsible for Monitoring: Amisha Blake, Kimberly Thompson, Vanessa Kengni

Action Steps: Teachers will plan small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

By the end of the 2021-2022 year, our yearly attendance will improve from 89.6% to 92%

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: A delinquent letter will be created and sent out to parents.

Strategy's Expected Result/Impact: Campus attendance goal is met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala (Counselor), Yolanda Salinas (School Registrar), Front office staff

Action Steps: Using MS Teams, teachers will input the names of all absent students before 8:00 a.m.

Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,500

Strategy 2: Front office staff will then contact parents and maintain a log of reason for absence. The parents of students with 10 or more absences in one semester will be required to attend a delinquent attendance meeting with the designated administrator and a plan of action will be created and signed by the parent and administrator.

Strategy's Expected Result/Impact: Campus attendance goal is met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala, Yolanda Salinas

Action Steps: Front office staff will then contact parents and maintain a log of reason for absence.

Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals





Strategy 3: The parents of students with 10 or more absences in one semester will be required to attend a delinquent attendance meeting with the designated administrator and a plan of action will be created and signed by the parent and administrator.

Strategy's Expected Result/Impact: Campus attendance goal is met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala, Yolanda Salinas

Action Steps: The parents of students with 10 or more absences in one semester will be required to attend a delinquent attendance meeting with the designated administrator and a plan of action will be created and signed by the parent and administrator.

Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Decrease the number of students who miss 5 or more days during the Fall Semester and 10 or more days during the school year by 25%. Evaluation Data Sources: Attendance Call Logs, Grade level attendance tracker, PowerSchool and A4E attendance reports	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Designated staff member(s) will analyze who are the students with chronic poor attendance through the use of attendance call logs and find resources to aide students in getting to school each day.

Strategy's Expected Result/Impact: Campus attendance goal will be met or exceeded

Staff Responsible for Monitoring: Shanna Bombaywala (Counselor), Wrap-Around Specialist

Action Steps: Wrap-Around Specialist and Counselor will communicate with the parents and conclude what are the reasons for causing their student's lack of attendance.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2: The Wrap-Around Specialist and Counselor will figure out what resources are needed to get students to school. Possible reasons for poor attendance would be the student does not have a ride to school or has to walk far, parent does not consistently wake up on time and may need a reminder call, or student may not be zoned to the campus.

Strategy's Expected Result/Impact: Campus attendance goal will be met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala, Wraparound Specialist

Action Steps: Wrap-Around Specialist and Counselor will communicate with the parents and conclude what are the reasons for causing their student's lack of attendance. The Wrap-Around Specialist and Counselor will figure out what resources are needed to get students to school. Possible reasons for poor attendance would be the student does not have a ride to school or has to walk far, parent does not consistently wake up on time and may need a reminder call, or student may not be zoned to the campus.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 3: Designated staff members will follow through on a consistent basis with resources in order to aide students getting to school each day. Examples of resources would be bus passes, private bus service, and alarm clocks.

Strategy's Expected Result/Impact: Campus attendance goal met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala

Action Steps: Designated staff members will follow through on a consistent basis with resources in order to aide students getting to school each day. Examples of resources would be bus passes, private bus service, and alarm clocks.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

For the 2021-2022 school year, the number of Out of School Suspensions will remain less than 2.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of all students will be taught specific self-management strategies Evaluation Data Sources: TADS PR-6: Implements School rules (i.e, walkthroughs and observations)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: First 10 Days of Core Value Instruction

Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded

Staff Responsible for Monitoring: Tealisha Riley

Action Steps: Students will receive instruction in the First 10 Days of Core Value Instruction

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers will build relationships with students. Evaluation Data Sources: Discipline Referral Form	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Teachers will conduct weekly restorative circles.

Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded.

Staff Responsible for Monitoring: Shanna Bombaywala (Counselor)

Action Steps: Teachers will conduct restorative circles with their respective homeroom class Monday of each week. Restorative circle topics will be selected and facilitated by each classroom teacher. Magnet teachers will provide Social Emotional Learning (SEL) lessons to each of their classes three times a week. The school counselor will provide each magnet teacher will the necessary lessons needed for effective implementation.

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Office referrals will decrease by at least 5%. Evaluation Data Sources: Discipline Referral Form	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Teachers will incorporate de-escalation and conflict resolution strategies to decrease disciplinary referrals and improve student achievement.

Strategy's Expected Result/Impact: Campus discipline goal is met or exceeded.

Staff Responsible for Monitoring: Tealisha Riley

Action Steps: T.E.A.C.H. management strategies will be utilized in all classrooms. Teachers will receive professional development training periodically. T.E.A.C.H staff will provide individualized coaching to classroom teacher at least twice a month. Teachers will also have an opportunity to receive training during PLC meetings (two during the fall semester and two during the spring semester).

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

For the 2021-2022 academic school year, the number of bullying complaints will be reduced by 50%.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Staff members will complete OneSource Compliance courses.

Strategy's Expected Result/Impact: Campus goal will be met or exceeded.

Staff Responsible for Monitoring: Principal Thompson

Action Steps: All staff members will take the required asynchronous Houston ISD compliance courses through One Source. Each staff member will pass each compliance course quiz with at least 80% accuracy. After each teacher receives a passing score a certificate will be issued.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: The school counselor will coordinate and facilitate bullying/bully prevention assemblies.

Strategy's Expected Result/Impact: Decrease in bullying complaints

Staff Responsible for Monitoring: Shanna Bombaywala

Action Steps: The school counselor will coordinate bullying/bully prevention courses specific to the needs of the campus. Student assemblies will be both grade and age specific (i.e., Pre-K - 2nd and 3rd- 5th).

Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Provide at least two sessions for parents to be informed about bullying/bully prevention. Evaluation Data Sources: Parent session agendas and sign in sheets/logs; parent meeting feedback survey	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: The topic of bullying/bully prevention will be discussed during parent meetings.

Strategy's Expected Result/Impact: Parents will be informed on bullying and prevention and be provided to support their student understanding

Staff Responsible for Monitoring: Shanna Bombaywala

Action Steps: Opportunities will be presented for parents to attend sessions related to bullying/bullying sessions. Parents will be equipped with specific strategies they can use to review and discuss with their student on how to identify a bully and report any occurrences of bullying to a teacher or campus administrator.

Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

By the end of the 2021-2022 school year, all SPED students will demonstrate at minimum .5 year's growth as demonstrated on R360.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will utilize IEPs to modify instruction and assessment tasks that are aligned to lesson objectives. Evaluation Data Sources: Lesson plans Student Work Samples	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize student IEPs to modify lesson plans and plan for student instructional tasks that are aligned to standard, but designed to meet student need.

Strategy's Expected Result/Impact: At least 80% of SPED students will meet annual goals based on IEP

Staff Responsible for Monitoring: Amisha Blake
Vanessa Kengni

Action Steps: SPED Admin & Resource Teacher will model how to utilize student IEPs to modify instruction and student instructional tasks. During Planning PLCs, teachers will utilize student IEPs to modify student assignments and prepare designated supports. Teachers will conduct "At-Bat's" to practice implementing the supports created during planning and to receive feedback from SPED admin & resource teacher.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Teachers will prove their capacity to use data to drive their instruction. Evaluation Data Sources: R360, CFUs, DLAs	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Teachers will utilize data from CFUs & District Level Assessments to identify student strengths/areas for growth and develop plans to address skill deficiencies.

Strategy's Expected Result/Impact: 80% of SPED students meet annual goals as determined by IEP

Staff Responsible for Monitoring: Amisha Blake
Vanessa Kengni

Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DLAs, R360) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment. Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention. Teachers will plan

small group lessons and utilize assessment data as well as student IEPs to target skill deficiencies and develop lessons based on student need

Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

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

For the 2021-2022 school year, PK-5th grade students will complete a monthly writing prompt and will be scored using a standardized rubric; 70% will increase by one proficiency level on TELPAS.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: School wide Sheltered Instruction systems for English Learners will be developed to allow students to transition from the bilingual setting and into the general education setting.

Evaluation Data Sources: Teacher lesson plans, Classroom walkthroughs/observations, TELPAS

Strategy 1: The Sheltered Instruction Coach will provide teachers with instructional strategies that benefit the learning of students who are English Learners.

Strategy's Expected Result/Impact: At least 70% increase one proficiency level on TELPAS

Staff Responsible for Monitoring: Amisha Blake
Shanna Bombaywala

Action Steps: The SI Coach will model for teachers best practices for the implementation of sheltered instruction strategies. The SI Coach will observe classroom instruction and provide explicit feedback to teachers with a focus on their implementation of SI Strategies. Based on observations, professional development will be created for teachers to assist them in effectively implementing sheltered instructional strategies.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: A school wide writing plan will be developed for all teachers to implement.

Evaluation Data Sources: Teacher lesson plans, Classroom walkthroughs/observations, Calibration of monthly compositions, TELPAS



No Progress



Accomplished



Continue/Modify



Discontinue

Strategy 1: Monthly writing prompts and the GVE School Wide Writing Plan will be created for teachers to implement in the classroom.

Strategy's Expected Result/Impact: At least 70% of ELs demonstrated one level proficiency growth

Staff Responsible for Monitoring: Amisha Blake
Shanna Bombaywala

Action Steps: Monthly writing prompts and the GVE School Wide Writing Plan will be introduced to teachers during pre-service. Ms. Blake will model the effective implementation of writing instruction across grade levels and across content areas. Teachers will incorporate writing strategies, Patterns of Power and the monthly writing

prompts into their daily instruction.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

By the end of the 2021- 2022 school year, GVE will increase the number of school volunteers which includes parent and community members from 2 to 7 which will assist with the earning of the "Family Friendly Platinum Certified campus.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase our number of parent participants at events/volunteer opportunities. Evaluation Data Sources: Parent event sign-in sheets, more parents joining events and volunteering (more parent turn-out), maintaining our FACE platinum status for the 2021-2022 school year.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Use ClassDojo and School Messenger as the primary avenue to promote and advertise events and opportunities for parental involvement.

Strategy's Expected Result/Impact: Maintain FACE Platinum Family Friendly School Status





Staff Responsible for Monitoring: Shanna Bombaywala

Action Steps: A School Class Dojo will be established and managed by all administrators.

Class Dojo will be adopted as the campus primary means of communication.

All teachers will establish Class Dojo accounts.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Create parent buy-in by obtaining feedback & ideas on more parent centered/differentiated events. Evaluation Data Sources: Monthly Parent Surveys	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Create and utilize parent surveys to gather feedback and ideas of topics for discussion in monthly parent meetings

Strategy's Expected Result/Impact: Maintain FACE Platinum Family Friendly School Status

Staff Responsible for Monitoring: Shanna Bombaywala

Kimberly Thompson

Action Steps: A parent survey will be shared out monthly via Class Dojo.





Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

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 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
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:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

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

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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

By the end of the 2021-2022 school year, 83% of 5th grade students will perform at approaches on STAAR science; 50% will perform at meets level on STAAR science; and 30% will perform at masters level on STAAR science.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will utilize the created PK-4 Readiness Standards to plan aligned lessons and incorporate stimuli into all facets of the 5E science block.

Strategy's Expected Result/Impact: Campus science goals are met or exceeded

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Content Leaders will model how to analyze the Vertical Alignment Matrix to identify readiness standards for PreK -4.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals

Strategy 2: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Strategy's Expected Result/Impact: Campus science goals will be met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: During Planning PLCs, teachers will utilize Lead4Ward IQ Released Tests and Field Guides along with The HUB Scope and Sequence and Unit Planning Guides to create question stimuli aligned to TEKS and the resources used for instruction.

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals





Strategy 3: Teachers will conduct ""At Bat's"" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction.

Strategy's Expected Result/Impact: Campus science goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will conduct ""At Bat's"" to practice implementing the stimuli created during planning and to receive feedback from PLC members on best practices to improve instruction.

Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Teachers will prove their capacity to use data to drive their instruction. Evaluation Data Sources: CFUs, SNAPs, DLA, Mock STAAR	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Teachers will utilize data from CFUs & District Level Assessments to identify student strengths/areas for growth and develop plans to address skill deficiencies.

Strategy's Expected Result/Impact: Campus goals will be met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: During Data PLCs, teachers will analyze student assessment data (CFUs, DLAs) to determine areas of strengths and weaknesses that their students are exhibiting during instruction and assessment.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

Strategy 2: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Strategy's Expected Result/Impact: Campus science goals met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will form groups of students based on ability for small group instruction and Tier 3 intervention.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

Strategy 3: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the science instructional gaps that students need to progress to achieving mastery on assessments.

Strategy's Expected Result/Impact: Campus science goals are met or exceeded.

Staff Responsible for Monitoring: Kimberly Thompson

Action Steps: Teachers will plan small group lessons and utilize assessment data as well as the VAM matrix to target skill deficiencies focused on closing the science instructional gaps that students need to progress to achieving mastery on assessments.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

State Compensatory

Budget for 158 Garden Villas Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991010004	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$61,132.76
1991010004	6141 Social Security/Medicare	\$886.39
1991010004	6142 Group Health and Life Insurance	\$6,915.72
1991010004	6143 Workers' Compensation	\$182.76
1991010004	6145 Unemployment Compensation	\$79.68
1991010004	6146 Teacher Retirement/TRS Care	\$2,623.16
6100 Subtotal:		\$71,820.47
6300 Supplies and Services		
1991010004	6399 General Supplies	\$224.00
6300 Subtotal:		\$224.00

Personnel for 158 Garden Villas Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ingrid Atwell	Tchr, First Grade	Regular Program	.75
Kendra Washington	Tchr, Kindergarten	Regular Program	.5

Title I Schoolwide Elements

ELEMENT 1. SWP 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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

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:

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:

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

The SIP is available to parents in the following locations:

- School Website
- Hardcopy is available upon request

The SIP was made available to parents by:

- School Website
- Hardcopy is available upon request

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:

Power Hour, which has been designed to close gaps. Students are grouped and engaged in the following daily:

Reading: Fountas & Pinnell LLI

- Systematic reading program designed to improve student levels every 10 instructional days

Math: Numerical Fluency & Number Worlds

- Running Records on Addition & Multiplication Facts (depends on student ability); and
- Scripted math intervention program.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

Power Hour (see descriptor above), as well as DEAR and D.E.W.

Each morning following announcements, students engage in 15 minutes of uninterrupted reading. In the lower grades, some students listen to a read-aloud by their teacher.

- The purpose of this is to encourage a love of reading among our students and to build their stamina.

D.E.W. Day occurs the first Wednesday of each month. This is a day where the entire campus writes according to a planned prompt that has been designated by grade level. The writing is evaluated using grade level rubrics.

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:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parent - Julie Bush

- Parent - Sarita Ortiz
- Teachers - Kenia Fero
- Counselor - Shanna Bombaywala
- Principal - Kimberly Thompson

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- FACE Parent Series
- Coffee with the Principal (Virtual)
- PTO
- Literacy in the Park

3.2: 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 - September 23
- Meeting #1 Alternate - September 24
- Meeting #2 - October 12
- Meeting #2 Alternate - October 13
- Meeting #3 - November 10
- Meeting #3 Alternate - November 11
- Meeting #4 - January 12
- Meeting #4 Alternate - January 13

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marisol Lara	Tchr, Class-Size Bilingual	Regular Program	1.00
Shanna Bombaywala	Counselor, Elementary 10M	Regular Program	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kimberly Thompson	Principal
Non-classroom Professional	Shanna Bombaywala	Counselor
Classroom Teacher	Claudia Arana	5th Grade Teacher
Classroom Teacher	De'Lena Martin	5th Grade Teacher
Non-classroom Professional	Emeka Smalls	PE Teacher
Business Representative	Zenith Learning	
Community Representative	Kenia Fero	Community Member
Community Representative	Veronica Williams	Community Member
Parent	Julie Bush	Parent
Parent	Sarita Ortiz	Parent

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$7,500.00
1	1	1	3		6300 - Supplies and Materials	\$2,500.00
1	1	4	1		6300 - Supplies and Materials	\$250.00
1	1	6	1		6100 - Payroll	\$500.00
2	1	1	1		6300 - Supplies and Materials	\$7,500.00
2	1	1	3		6300 - Supplies and Materials	\$2,500.00
5	1	1	1		6300 - Supplies and Materials	\$1,500.00
Sub-Total						\$22,250.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2		6200 - Contracted Services	\$2,500.00
1	1	2	1	After-School Tutorial Teachers	6100 - Payroll	\$5,212.50
1	1	6	3		6100 - Payroll	\$2,500.00
2	1	1	2		6100 - Payroll	\$2,500.00
2	1	2	1	After-School Tutorial Teachers	6100 - Payroll	\$5,212.50
Sub-Total						\$17,925.00
Grand Total						\$40,175.00

Addendums

GVE PRE-SERVICE 2021

MONDAY, AUGUST 16TH

TIME	ACTIVITY	FACILITATOR(S)	PARTICIPANTS	LOCATION	SCHOOL FOCUS
COMPLIANCE					
8:00 - 8:30	Icebreaker	Admin	Teachers	Cafeteria	Culture
8:30 - 9:00	Meet New Staff School Updates - <i>butterflies, engineering, power hour</i> Goals & Purpose Mission & Vision Core Values				Campus-Wide Systems
9:00 - 10:00	Staff Handbook Master Schedule Grades Assignment Expectations and Exemplars; Feedback for Grade				
10:00 - 10:15	Break				
10:15 - 12:00	State of GVES: Data Presentation & SIP				
	Professional Learning Community Instructional Planning: Focus on Data Expectations for Data Tracking (sub-populations) Tracking Exemplars ACTION ITEM: Utilizing Class Lists, identify student performance levels on assessment, set goals based on performance levels, group students into intervention groups	Admin	Teachers	Cafeteria	Planning with Purpose
12:00 - 1:00	Lunch (Team)				
INSTRUCTION					
1:00 - 3:45	Literacy: Content Guide Literacy Block (Phonics, Mini-Lesson/Read-Aloud, Independent Reading, Patterns of Power, Independent Writing) Learning Loopback Workstation Expectations	Riley	ELA Teachers	Cafeteria	Planning with Purpose
	Math: Content Guide Math Block (Numerical Fluency, Number of the Day, Problem Solving Board; Aligned Mini-Lesson & Exit Ticket) Learning Loopback Workstation Expectations	Thompson	Math Teachers	Small Auditorium	
1:00 - 2:15	Magnet: Classroom Environment Board Configuration Lesson Plans Student Goals	Blake	Magnet	Library	
2:15 - 3:45	PK: Classroom Enviroment Literacy Block Math Block Board Configuration Workstation Expectations		PK Teachers		

TUESDAY, AUGUST 17TH

TIME	ACTIVITY	FACILITATOR(S)	PARTICIPANTS	LOCATION	AREA FOCUS
8:00 - 8:30	IceBreaker				
8:00 - 10:00	TEACH (pending funding)	Amelie Smith	All Staff	Cafeteria	Campus-Wide Systems
8:30 - 9:30	Overview of Discipline Procedures Flow-Chart Minor/Major Behaviors & Definitions Corrective Actions, Effective Student Documentation (anecdotal records) & Alignment to Code of Student Conduct TEACH	Riley	Teachers	Cafeteria	
	The Way: Our School Culture and Rubric Exemplars of Adult and Scholar Behavior				
9:30 - 10:15	Campus-Wide Writing: Writing Expectations for Each Grade Level @ BOY, MOY, EOY; Monthly Writing Prompt	Blake			

10:15 - 10:30			Break		
10:30 - 11:30	Student Talk: Strategies to Build Teacher Toolbox to Increase Student Engagement		Blake	Teachers	Cafeteria Planning with Purpose
PURPOSEFUL PLANNING					
11:30 - 12:00	Power Hour		Riley	ELA Teachers	Cafeteria
			Blake	PK & Magnet Teachers	
			Thompson	Math Teachers	Small Auditorium
12:00 - 1:00 Lunch (Team)					
1:00 - 3:45	Professional Learning Community Instructional Planning: Focus on Planning for Instruction AND Planning to Teach Instructional leaders will work with teachers on how to effectively utilize resources (UPG, Lead4Ward, Assessments) to plan for instruction. They will then model an at-bat utilizing the lesson plan exemplar. <i>(Come prepared with the following documents: pacing calendar, vertical alignment of objectives, lead4ward clusters)</i>		Riley	ELA Teachers	Cafeteria
			Thompson	Math Teachers	Small Auditorium
1:00 - 2:15	PK: Focus on Planning for Instruction AND Planning to Teach Instructional leaders will work with teachers on how to effectively utilize resources (UPG, Lead4Ward, Assessments) to plan for instruction. They will then model an at-bat utilizing the lesson plan exemplar.			PK Teachers	
		Blake			Library
2:15 - 3:45	Magnet: Focus on Planning for Instruction AND Planning to Teach Instructional leaders will work with teachers on how to effectively utilize resources (UPG, Lead4Ward, Assessments) to plan for instruction. They will then model an at-bat utilizing the lesson plan exemplar.			Magnet Teachers	
3:45-6:00	Building Open as Needed				
WEDNESDAY, AUGUST 18TH					
TEACHER PREPARATION DAY (SEE CHECKLIST)					
THURSDAY, AUGUST 19TH					
DISTRICT-WIDE PD (REFER TO ACADEMIC PD TAB)					
8:00 A.M.- 3:45 PM					
FRIDAY, AUGUST 20TH					
9:15 - 9:45	Icebreaker		Admin		
9:45 - 10:30	Wrap-around Services		McGee - Wrap-around Specialist	All Teachers	Cafeteria Community & Culture
10:30 - 11:30	SEL Trauma Informed Practices		Bombaywala		
11:45 - 1:00	Professional Learning Community Instructional Planning: Focus on Planning for Instruction AND Planning to Teach Instructional leaders will work with teachers on how to effectively utilize resources (UPG, Lead4Ward, Assessments) to plan for instruction. They will then model an at-bat utilizing the lesson plan exemplar.		Riley	ELA Teachers	Cafeteria
			Blake	PK & Magnet Teachers	Library
			Thompson	Math Teachers	Small Auditorium
1:00 - 1:30 Lunch					
1:30 - 2:30	TADS Update		All Teachers		Classrooms
2:30 - 3:15	First Day of School Procedures		Yolanda Salinas	All Teachers	Cafeteria
3:15 - 4:00	Meet the Teacher Preparation				
4:00 - 5:00	Meet the Teacher				

2021-2022 Professional Development Plan

PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16				
Aug. 17				
Aug. 18		See August 2021 Professional Development Plan Addendum		
Aug. 19				
Aug. 20				
Sept. 17	In-Person	ELPS Integration <i>Step 4: Write, Post and Communicate Content & Language Objectives</i>	Unit Planning Guide ELPS Language Objective Stems	Board Goal 5: Goal 5
	Virtual	District-Provided Reading & Math PD	MS Teams	Board Goal 1 & 2
	Virtual	HB3 Reading Academy	Canvas	Board Goal 1 & 2
Oct. 4	In-Person	Sheltered Instruction <i>Incorporating Sheltered Instruction Strategies into the Classroom</i>	Book: Sheltered Instruction in Texas – Second Language Acquisition Methods for Teachers of ELs	Board Goal 5: Goal 5
	Virtual	District-Provided Reading & Math PD	MS Teams	Board Goal 1 & 2
	Virtual	HB3 Reading Academy	Canvas	Board Goal 1 & 2
Feb. 21	Virtual	District-Provided Reading & Math PD	MS Teams	Board Goal 1 & 2
	Virtual	HB3 Reading Academy	Canvas	Board Goal 1 & 2

SIP APPROVAL 2021-2022

School Name and Campus #:

Garden Villas Elementary

#158

Principal Name: Kimberly Thompson

Area Office: ESO 3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 17 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Kimberly Thompson
Principal

9.13.2021
Date

Signatures below indicate review and approval of this document.

[Signature]
PTO/PTA or other Parent Representative

9/13/2021
Date

[Signature]
SDMC Teacher Representative

9/13/2021
Date

School Support Officer/Lead Principal

Date

Area Office Superintendent

Date

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

Date