

**Houston Independent School District**  
**107 Barrick Elementary School**  
**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

C. E. Barrick Elementary opened its doors on March 11, 1949 and is located in the northern part of the Houston Independent School District. In its 72 years of operation, there have only been 7 principals. Barrick Elementary has an enrollment of 551 students that is comprised of 97% Hispanic, 1.5% white, 1% African American, and .5% Asian. While the majority of our student population is Hispanic, 59% are identified as English language (EL) learners. We are a Title I campus with 96% of our student population as economically disadvantaged. Barrick Elementary operates a transitional bilingual program for our ELs. Five percent of our students are identified as Gifted and Talented and 8% qualify for Special Education services. Our Special Education Department includes 1 Resource teacher, 1 Behavior Science Class teacher, 1 PreK Explorer Teacher, and 2 Teaching Assistants. Other services provided include Dyslexia services, Counseling, Speech Therapy, and Wraparound services.

Our students are educated by 37 professionals which include a Teacher Specialist, Assistant Principal, Nurse, Counselor, and Wraparound Resource Specialist. We also have a full-time Teacher who operates the library services of our school. Our staff has 2 Teaching Assistant, and a Technology Specialist.

### Demographics Strengths

Strengths of our demographic includes having a stable environment. There has been minimal changes in the community and several students' parents attended Barrick Elementary as well. The Principal has been leading the school for the last 17 years. Our students are loving children who express their happiness while in school. They engage in positive interchange with one another and with the adults. Relationships between teacher and students is one that is valued and respected. And while the majority of our students are low income, they are eager learners and enjoy the many experiences we bring to the school such as Book Fair, student parents, performances from outside vendors, guest readers, Career Day, etc.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Enrollment has been declining over the last 4 years **Root Cause:** Community decline has been affected by housing issues due to Hurricane Harvey, Tropical Storm Imelda as well as active recruitment of nearby charter schools.

# Student Learning

## Student Learning Summary

Our data shows that many students are lacking strong foundational skills. Being out of "regular and normal" instruction has widened the gaps of learning. As we observe and talk with our youngest students, some are not comprehensible in their speech; these students had minimal opportunities to interact with their peers and teacher. This lack of practice is having profound effects in their learning now. We have to become more purposeful and strategic in our methods of instruction to help bridge some of these language gaps with the understanding that not all gaps can be bridged within one school year.

We are fortunate in that our students are happy children and appear to be able to thrive in a structured learning environment.

## Student Learning Strengths

Students are eager, even hungry for learning. Teachers implement practices that keep students engaged in the learning. Practices that include peer collaborations, use of graphic organizers, use of sentence stems, visuals, video, manipulatives and use of small boards make learning fun for students. The desire to learn plus teachers' implementation of best practices will help yield higher student outcomes.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Students lack the necessary oral and written language skills to develop their performance academically. **Root Cause:** Students have not been a print rich and learner-centered environment consistently for 18 months.

# School Processes & Programs

## School Processes & Programs Summary

Our school has set forth systems and structures for success:

- Leadership that supports student learning and student needs
- Observations and walkthroughs to develop teachers into being effective or highly effective
- Monday Morning Checklist routine whereby the Leaders observe readiness for First Instruction
- Content Expectations provided to all teachers to be aligned school-wide
- Team Leads are designated per grade level to act as liaisons between the principal and the teachers
- Schedules that are followed provide structure for morning arrival, dismissal, lunch, Ancillary, interventions
- Grade level meetings are held within each teacher and PLCs are held with Leaders.
- Monthly meetings that address various required topics: SMDC, LPAC, Safety, Attendance.
- A weekly Principal's Bulletin is provided to all staff to stay abreast of requirements, information, tasks, deadlines.
- Recognitions and Celebrations listed in the Principal's Bulletin
- Attendance incentives for students
- Incentives for teachers to commit to 100% in all tasks
- Alignment through out the school for the following areas: Content and Language Objectives, Lesson Plans, Print Rich Environment, Word Walls

## School Processes & Programs Strengths

Our professional staff are fully on board on the processes in place. During Team Leads and SDMC meetings, teachers and staff are given the freedom to express their concerns and ask questions for clarity. Teachers also reach out to Leaders individually to express themselves. Their buy-in is important and their concerns are taken seriously. Teachers and staff offer solutions to concerns and are well-received. It's an important part of our culture in our school to work together.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** We are not at 100% alignment in our school processes this year. **Root Cause:** We have some new and wonderful teachers to our campus that need further support in aligning.

# Perceptions

## Perceptions Summary

We operate a college-bound culture in our school. We answer our phones by stating "We're on the path toward college at Barrick Elementary. How may I help you?" When we answer the doorbell, we ask, "Welcome to Barrick. What is the reason for your visit?" We want our parents and guests to know that we value our school and what it has to offer our students. The culture among the staff is professional and positive. The relationships built with our students are genuine and caring. Visitors can see and feel the happiness in our students. We believe that our ultimate success as a school is the success of the children. All that we do and plan is done with the children in mind. We build in opportunities for experiences in addition to the academic. For example, we have had Family Nights, sleepovers, a parade, theater companies that perform for our students, Career Day guests that intrigue our students, dress up days, field trips, Book Fairs, a spring festival, etc.

Our values are: **Responsibility** (everyone must own their role in the school), **Purpose** (we only do things that will be meaningful for our students), **Accountability** (making sure that we show growth in every child), and **Urgency** (use our time wisely; every minute counts).

Educating children is serious business. Probably the most important business in the world. We do it with love, care, fun, and professionalism.

## Perceptions Strengths

There is a lot of trust from our families in the way we work. As a ClassDojo school, parents have a quick link to communicate with their teachers and vice versa. We also provide a system for which can express concerns. Parents would attend meetings and workshops in previous years when meetings were in person. We're looking forward to have opportunities to build that partnership.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Parents are not attending workshops or meetings as much as they used to. **Root Cause:** The virtual format was not popular with the parents to attend.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS



## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data

# Board Goals

**Board Goal 1:** 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, students in 3rd Grade taking the STAAR in English and Spanish that achieve Meets level will increase from 9% to 20%.





**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100% of Kinder- 5th teachers will administer benchmark assessments to all students.

**Evaluation Data Sources:** Benchmark Assessment Tracking Chart of: Ren360, Running Records

**HB3 Board Goal**





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers for the administration of these assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to administer the benchmarks with fidelity to all of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of Reading Teacher Specialist: Mr. Camaripano</p> <p><b>Action Steps:</b> -Provide opportunities and time for teachers to review the practices needed to administer the tests. -Provide opportunities for teachers to observe a master teacher administer the tests. -Provide teachers the resources needed for administering the tests.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 2:** 100% of Tier II and Tier III Students will receive targeted assistance based on progress monitoring of data.

**Evaluation Data Sources:** Benchmark Assessments Tracking Chart of: Ren360, Running Records, Imagine Language and Literacy, Interventions documentation binder.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use data from Interventions Tiered Report (ITR) and from benchmark data to groups students by skill levels and provide a schedule with Teaching Assistants to provide interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students are expected to demonstrate growth in 2 out of 3 benchmark assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of Reading Counselor: Ms. Sanchez</p> <p><b>Action Steps:</b> -Gather necessary data from benchmark assessments and ITR -Place information on a Data Tracker -Group students -Place students on the schedule of services -Trained Teaching Assistants will provide services.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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:** By the end of the 2021-2022 school year, students in 3rd grade taking the STAAR in English and Spanish that achieve Meets level will increase from 5% to 15%

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100% of Math Teachers Grades 2 and 3 will participate in the HB3 Math Academies

**Evaluation Data Sources:** Benchmark Assessment Tracking Chart of: Ren360, Imagine Math, DLA, and STAAR Release





**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in Grades 2 and 3 will be allocated time to participate in Math Academy trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students are expected to demonstrate grow in 2 out of 3 benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of Math in Grades 2 and 3 Teacher Specialist: Mr. Camaripano Appraisers</p> <p><b>Action Steps:</b> -Gather information on PD sessions for Math Academies -Notify teachers of PD sessions -Allow times throughout the school year for their attendance in PD -Pay Extra Duty Pay for teachers who attend outside of their duty schedule.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 2:** 100% Teachers of Math in grades K-5 will participate in training for Guided Math Work Stations.

**Evaluation Data Sources:** Benchmark Assessment Tracking Chart of: Ren360, Imagine Math, DLA, and STAAR Release

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in Kinder-5th will be allocated time to participate in Guided Math Work Station trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students are expected to demonstrate grow in 2 out of 3 benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers of Math in Grades K-5 Teacher Specialist: Mr. Camaripano Appraisers</p> <p><b>Action Steps:</b> -Gather information on PD sessions for Guided Math Work Stations -Notify teachers of PD sessions -Allow times throughout the school year for their attendance in PD -Pay Extra Duty Pay for teachers who attend outside of their duty schedule.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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, Special Education Students in grades 3-5 taking STAAR Reading who achieves Meet level will increase from 0% to 20%.

**Strategic Priorities:** Expanding Educational Opportunities, Cultivating Team HISD Talent







**Board Goal 5:** N/A - Additional Campus Goals

**Goal 1:** We will practice safety protocols daily to ensure the best student attendance possible.

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

**Measurable Objective 1:** Attendance per class will be tracked weekly to prompt necessary communication with parents of students with excessive absences.

**Evaluation Data Sources:** Weekly Attendance Reports per Teacher

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers and staff will provided necessary PPE to follow safety protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> All students and staff will receive supplies to maintain a safe environment</p> <p><b>Staff Responsible for Monitoring:</b> Nurse Randall</p> <p><b>Action Steps:</b> -Inventory will be maintained -Distribution will be scheduled -Paraprofessionals will distribute</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** We will maintain 0 office referrals this school year.

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

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** Our counselor will develop systems to be available to character building, bullying, and positive relationships.

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

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** We will stay in compliance at 100% of all Special Education requirements.

**Strategic Priorities:** Transforming Academic Outreach

**Board Goal 5:** N/A - Additional Campus Goals

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

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach





**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** One VIPS-approved Parent will be assigned to each class to support with tasks and projects.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Communication will be made to all parents via Flyers, Call-outs, and ClassDojo regarding the registration process for becoming a VIPS (Volunteer In Public Schools)

- Evaluation Data Sources:**
- Amount of views of ClassDojo message
  - Amount of answered class from School Messenger
  - Amount of registered VIPS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Each teacher will identify a room parent from the registered VIPS report.</p> <p><b>Strategy's Expected Result/Impact:</b> -Teachers will increase the amount of time with planning and teaching when parents work on tasks such as cutting, assembling items for teacher's instructional use.</p> <p><b>Staff Responsible for Monitoring:</b> Ms. S Hernandez, VIPS Coordinator</p> <p><b>Action Steps:</b> -A list of registered VIPS will be developed with identification of the students -Teachers will be given this list to determine which parent they will select to be their Room Parent</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

## **Board Goal 5:** N/A - Additional Campus Goals

### **Goal 7:** MANDATED HEALTH SERVICES

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

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

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

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

Estimated number of students to be screened:

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

**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.

**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.

**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.

**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.

**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.

**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:



**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)

# State Compensatory

## Budget for 107 Barrick Elementary School

**Total SCE Funds:** \$115,186.75

**Total FTEs Funded by SCE:** 6

### Brief Description of SCE Services and/or Programs

The Teaching Assistants serve a key role in supporting academics. They will be partnered with classroom teacher to provide assistance to students in need whether in class or in small group. Other funds will be used for supplies and materials for students, minor technology to support teaching instruction such as document cameras and webcams. Extra duty pay or OT will be used to pay staff for student-centered work.

## Personnel for 107 Barrick Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Camaripano, Alvaro	Tchr, Spclst	1
Carbajal, Magali	Teaching Assistant-10M	1
Ellis, Dawn V	Tchr, First Grade	1
Martinez, Crystal Lee	Teaching Assistant-10M	1
Martinez, Jennifer Kristi	Academic Tutor-Hr	1
Vacant	Lecturer, Hrly - Degreed	1

# 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 Yolanda Y Garrido.

The data shows that even though we were increasing the number of students who passed the STAAR before 2020-2021, we were slowly progressing the number of students who achieved Meets and Masters. School Year 2020-2021 demonstrated increases in 4th Grade English Reading and 5th Grade English Reading. All other areas demonstrated a decrease in scores. This shows some promise for our 5th graders for 2021-2022. However, seeing the deficit in grades Kinder through 4th, we are facing a challenging year of filling in the gaps. The gaps are primarily oral language development. This skill is the foundation for all expressive literacy skills and will have a direct impact in all grades. Our PreK through 5th grade students are struggling heavily with oral expression. This is caused by the fact that several of their developmental months of learning was not in an developmentally appropriate setting which was virtual. Students need to hear their teacher model the expectations of oral language, they need many opportunities with practice, and depend on conversations with their peers and adults to fully develop this basic skill. This concern is twofold for our English learners as they need the direct instruction in both languages.

The majority of our students regressed in their academics including are high performers. While we did have some students achieve the Meets and Masters levels, those results are far from our past performance.

Students need interventions during the day and some students will need after school tutorials. Parents will need support from the school in the capacity of workshops for them on helping their child at home as well as providing them technology classes.

## 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:

- School Leaders will set the expectations in writing to the faculty and support teachers in planning and delivering effective lessons.
- Appraisers will conduct walkthroughs and observations to provide low-inference feedback for improvement.
- Professional Development opportunities will be provided to teachers to perfect their craft.
- Provide each classroom teacher a VIPS-approved parent to help with tasks and projects outside of the room.
- Develop a Parent Academy for VIPS-approved parents to gain knowledge and experience in supporting their children.
- Teachers will hold with fidelity the Interventions block of time designated on their Daily Program
- Teachers will be paid Extra Duty Pay for teaching after school tutorials
- Teachers will be paid Extra Duty Pay for participating in professional development after their duty hours.
- Teaching Assistants will be trained to provide interventions on a schedule to identified students.
- Data tracking tools will be used to progress monitor student performance during the school year.

## 2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Data tracking tools will be used and kept current to progress monitoring student performance.
- Data Talks will occur at grade level PLCs so that action planning can be purposeful.
- Parent conferences will be held as teachers find the need for their support.
- After school tutorials will be provided for HB4545 fifth grade students in the fall to comply with the 30 hour mandate.
- Daily interventions will be provided for HB4545 fourth grade students in the fall to comply with the 30 hours mandate.
- After school tutorials will be provided to students Kinder through 5th in the spring as the data demonstrates the need.

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

The SIP is available to parents in the following locations: campus website, main office, ClassDojo

The SIP was made available to parents by: website visits, parent meetings

We provide the SIP to parents in the following languages:

- English
- Spanish

## 2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- School-aligned blocks of time for interventions.
- Supporting teachers with small group instruction during the content block.
- Assigning Teaching Assistants to provide interventions
- Provide each teacher an intervention kit - Focus Intervention Reading. Focus Intervention Math
- Allowing teachers to participate in professional development.
- After school tutorials
- Growth certificates whereby students receive a certificate for any amount of growth on their assessments

## 2.5: Increased learning time and well-rounded education

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

- Scheduling all students to participate in their Ancillary classes: PE, Art, Library and Computer Lab
- Allow all students to participate in school-wide events such as Admiration Day, Career Day, Real Men Read, Book Fair, etc.

- Our funds will determine if we can have after school clubs - our families LOVE this.
- Virtual field trips will be scheduled in the fall.
- Schedule field trips in the spring, if allowed.
- Art Contests will be available
- Schedule Family nights for parents and students to work together
- Allow students to participate in Field Day as it is an opportunity for teamwork, collaboration, strategic planning.

## **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: Through walkthroughs and observations, appraisers can identify areas for teachers to build their capacity for teaching. Action steps include: 1. Appraiser modeling 2. Watch a video. 3. Observe a master teacher. 4. Conduct an At-Bat.
- Proficient Tier 1 explicit instruction taking place in all content areas: Content Expectations are provided in writing to all teachers. A Checklist of Expectations is conducted every morning to confirm First Instruction planning. Walkthroughs by Leaders with feedback. Recognizing teacher strength
- Small Group Instruction based on student data needs: Small group planning evidence is needed such as use of the Small Group Table, teacher and student materials, observations of small group teaching in action. progress monitoring data.

## **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 - Gina VandenBergh, Farrah Gonzalez
- Assistant Principal: Martha Garcia

The PFE was distributed

- On the campus website
- During parent meetings

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Assign a VIP-approved parent to each classroom (Room Parents) to support the teacher with tasks and projects to be done in a designated room
- Develop a Parent Academy that include the room parents, that provides academic workshops, technology workshops, volunteer opportunities
- Schedule Family Nights: Literacy Night, Math/Science Night, Art Bike Parade, Spaghetti Supper and Carnival

Provide timely information to parents of the events/activities happening on campus via: a parent calendar, bi-weekly Upcoming Events flyers, notices on the campus website,

### **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, 2021
- Meeting #1 Alternate - September 28, 2021
- Meeting #2 - November 4, 2021
- Meeting #2 Alternate - November 8, 2021
- Meeting #3 - January 6, 2022
- Meeting #3 Alternate - January 10, 2022
- Meeting #4 - March 8, 2022
- Meeting #4 Alternate - March 11, 2022

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brittany D Jakl	4th Grade Reading/LA Teacher	Regular Education	1.00
Jose Jaime Loredo	4th Grade Bilingual Teacher	Bilingual Education	1.00
Maria DeLeon Rocha	3rd Grade Bilingual Teacher	Bilingual Education	1.00



# Addendums

## SIP APPROVAL 2021-2022

**School Name and Campus #:**


Barrick Elementary #107

**Principal Name:** Yolanda Y. Garrido

**Area Office:** Elementary School Office 2

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 9-8-21 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

  
\_\_\_\_\_  
Principal

9-13-21  
Date

*Signatures below indicate review and approval of this document.*

  
\_\_\_\_\_  
PTO/PTA or other Parent Representative


9.13.21  
Date

  
\_\_\_\_\_  
SDMC Teacher Representative

9-13-21  
Date

  
\_\_\_\_\_  
School Support Officer/Lead Principal

9-30-21  
Date

  
\_\_\_\_\_  
Area Office Superintendent

9-24-21  
Date

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

\_\_\_\_\_  
Date

**2021-2022 Professional Development Plan\***  
**Barrick Elementary**

<b>PD Dates</b>	<b>PD Format</b>	<b>PD Topic</b>	<b>Resources Needed</b>	<b>SIP Goal Alignment</b>
Aug. 16	In Person	Data Review, Aligning Teaching with TADS, School Expectations, Online Compliance Courses	Handouts, Sign-In Sheets, Projector, Internet Access	Board Goals 1, 2, 4, 5
Aug. 17	In Person	Developing Language in All Learners, Small Group vs. Interventions, Converting Worksheets into Work Stations	Handouts, Sign-In Sheets, Projector, Internet Access, Chart Paper, Markers	Board Goals 1, 2, 4
Aug. 18	In Person	Teacher Prep Day	N/A	N/A
Aug. 19	In Person	District Academic Day in the Content Areas and Job Alike Day	None by School	Board Goals 1, 2, 4, 5
Aug. 20	In Person	Building Background Knowledge, Checking for Understanding, Student Engagement, Sentence Stems and QSSSA, HOT Questions	Handouts, Sign-In Sheets, Projector, Internet Access	Board Goals 1, 2, 4
Sept. 17	Virtual and In Person	Teacher selected PD courses, Reading Academy, PLC Meeting with Grade Levels	Handouts, Sign-In Sheets, Internet Access	Board Goals 1, 2, 4
Oct. 4	In Person	Teachers Waived their Attendance with Summer PD	N/A	N/A
Feb. 21	In Person	Data Review and Planning for End of Year Performance	Handouts, Sign-In Sheets, Projector, Internet Access, Chart Paper, Markers	Board Goals 1, 2, 4

\* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.