

Houston Independent School District
122 Burbank Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Established in 1927, Luther Burbank Elementary is the heart of our community with a history of excellence for each child. Burbank Elementary is in the Northside of Houston, located at 216 Tidwell Rd. Houston, TX, and serves nearly 810 students in grades pre-kindergarten through fifth grade. Burbank continues to serve as a top-performing elementary school in HISD. We aim for excellence on the part of the staff and students, and we achieve excellence. Teamwork, commitment, and dedication are the ingredients that make Burbank one of the best elementary schools in Houston ISD. Burbank teachers are excellent at knowing what to teach, how to teach it, and how to motivate students so that they desire success. Our campus invests heavily in building strong instructional programs that facilitate student growth and achievement. It is our primary purpose, every minute of every day, for every child. We are dedicated to maximizing learning time. We believe in the sanctity of the instructional day to promote lifelong learners. Our campus is a Fine Arts Magnet School, focused on developing the whole child, exposing them to the arts, as well as a rigorous academic education. Burbank Elementary hosts a variety of academic programs to meet the needs of all of our children such as Gifted and Talented, Transitional Bilingual Education, Special Education, Response to Intervention, Dyslexia, Title I, Fine Arts Classes, Leadership Lessons, and Athletics. Each of these programs is focused on the individual children they serve, ensuring the equitable access to tools and resources needed to develop the whole child and empower academic excellence for each. Our campus hosts a balanced student to teacher ratio of 18:1, with focused individualized supports to empower each child on their pathway to personal excellence. Our campus community is diverse. We are a Title I campus with demographic distributions of 85% Hispanic, 13% African American, and 2% Other. We celebrate the cultures that make up our community every day of the year to keep the learning momentum going for all our students.

Demographics Strengths

Demographic Strengths

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Empowering special education students to meet the same level of growth and performance standards as students not on an IEP. **Root Cause:** Lack of Resources for math support to meet the unique needs of this learning group in all classroom.

Student Learning

Student Learning Summary

Significant progress has been made since the onset of the pandemic. In 2022, Burbank Elementary was able to reclaim the A-status rating previously held prior to the pandemic. This was achieved through strategic planning and alignment of resources targetted to close the GAPS that developed during the pandemic. Burbank saw at/above average annual growth for more than 91% of all students. In addition, Burbank Elementary achieved strong academic gains in performance categories with 83% of all students passing their STAAR 2022 Exams compared to 67% passing the STAAR 2021. In addition, Burbank Elementary achieved 4 performance distinctions in Science, Comparative Closing the Gap, Comparative Student Growth, and Post Secondary Readiness.

Student Learning Strengths

Students with ELA/Reading IEP's performed higher on STAAR 2022 across all three performance categories compared to STAAR 2019. Approaches increased 6%, Meets increased 3%, and Masters increased 7%.

Students with Math IEP's performane higher on STAAR 2022 in the Approaches performance category compared to STAAR 2019 with an increase of 2%.

Students with Limited English Proficiency performed on par with native English speaking students on STAAR 2022 with 4% higher performance at the Approaches Level and 2% higher at the Masters level.

Student Academic Growth Measure for STAAR 2022 was 94% and out performed student growth for STAAR 2019 which was 89%.

African American student subpop increased 1% in the Masters Performance group in STAAR 2022 compared to STAAR 2019.

African Amerinca student subpop performance gaps closed by 2% in the Approaches Performance group compared to other subgroups on STAAR 2022 vs. STAAR2019.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Performance of students in Math did not perform as strongly as the student performance in Reading. **Root Cause:** The root cause was the teacher capacity around guided math instructional model.

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd Grades performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will meet or exceed 62%, and Masters Grade Level on STAAR will meet or exceed 35% on STAAR 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd Graders performing at/above benchmark will increase 20% from BOY R360 to EOY R360.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Impliment small group instruction in grades K-5 with fidelity. (Guided Reading, Strategy Groups, Phonics/Word Study Groups). Strategy's Expected Result/Impact: Students at the meets level receiving personalized small group instruction and teacher feedback will increase their reading fluency and comprehension to achieve grade level objectives. Staff Responsible for Monitoring: Teachers, Literacy Specialists, Administration Action Steps: 1. Professional Learning Communities for staff to focus on types of small group instruction. 2. Analyze work samples and data to identify high impact needs and power teach points to accelerate literacy development. 3. PLC's support collaboration and ability to rehearse new instructional methods for implementation in the classroom. 4. Running Records are administered at targeted intervals to progress monitor students use of reading strategies and level of independence with text. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - \$12,000, - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$50,000, Bilingual Literacy Materias and supplies - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$8,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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0% No Progress

100% Accomplished





→ Continue/Modify

✗ Discontinue

Measurable Objective 2: Increase the number of students performing at Meets by 20% from Interim 1 Assessment to Interim 2 Assessment.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Small Group Instruction will be provided in a variety of methods focusing on the 5 components of Literacy. Strategy's Expected Result/Impact: Students at the Meets level receiving personalize small group instruction and teacher feedback will increase their reading fluency and comprehension to achieve grade level objectives. Staff Responsible for Monitoring: Teachers, Literacy Specialists, Administration. Action Steps: PLC for staff focused on small group instruction Analyze student work samples to identify high impact needs to inform instruction Professional Development Opportunities focused on small group differentiation Running Records administered are targeted intervals to progress monitor application of reading strategies and level of independence with text. Funding Sources: Small Group Text - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000 | Formative | | | Summative |
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Measurable Objective 3: Increase the number of readers at/above reading level by 30% from BOY to EOY as measured by benchmark running records.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement small group instruction in K-5 with fidelity (Guided Reading, Strategy Groups, Book Clubs) Strategy's Expected Result/Impact: By utilizing best practices of small group instruction aligned with research, we will be able to close the reading level GAP and reduce the number of below level readers by 30% as measured by R360 BOY and R360EOY. Staff Responsible for Monitoring: Teachers, Literacy Specialists, Reading Interventions, Principal Action Steps: Professional Development based on small group needs. Professional Learning Communities focusing on analysis of running records observation and determination of powerful teach points. Praise Walks and peer observations to align and support implementation of literacy workshop and small groups. High Yield Interventions: Pull Out, After School, Saturday school, and in class small group instruction to meet needs of all ability levels. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The percentage of 3rd Grade students performing at or above grade level in math as measured by Meets Grade Level Standard as Measured on STAAR will increase 20% on STAAR 2023 to 56% percent Meets compared to STAAR 2022, and 30% Masters on STAAR 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The performance of 3rd Grade students performing at/above benchmark in Category 1: Numbers, Operations, and Quantitative reasoning will increase by 30% from TEA Interim Assessment 1 to TEA Interim Assessment 2.

Evaluation Data Sources: Formative and Summative Assessments





HB3 Board Goal

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will implement Guided Math with Fidelity in K-4 and Small Group in G5. Strategy's Expected Result/Impact: Students will be able to practices skills aligned with their personal needs and close GPAS reducing the number of students who did not meet standard on STAAR 2022 and increase the number of Approaches, Meets and Masters on STAAR 2023. Staff Responsible for Monitoring: Teachers, Math Specialist, Administrators, Principal. Action Steps: Attend District and Campus PD opportunities Create a Guided Math Weekly Schedule which is posted in the classroom. Develop Guided Math Lesson Plans and noted in the weekly lesson plan framework & GM Binder Teachers will facilitate learning through Guided Math Groups 3x per week. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Guided Math Professional Development - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000, Guided Math Instructional Resources - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500 | | Formative | | | Summative |
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Measurable Objective 2: The number of students performing at/above benchmark on R360 will increase 15% from BOY to MOY and MOY to EOY as measured by R360.

Evaluation Data Sources: Formative Assessments

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 1: Teachers will create and Implement a system for weekly progress monitoring of students performance in Zearn Learning Program.</p> <p>Strategy's Expected Result/Impact: Students engaging in 60 minutes or more of Zearn Learning based on their unique skill needs will reduce the number of students achieving DNM on STAAR 2023 and increase the number of students achieving Meets and Masters on STAAR 2023.</p> <p>Staff Responsible for Monitoring: Math Teachers, Math Specialist, Math Administrator, Principal</p> <p>Action Steps: Review Students Roster and Weekly Reports Allocate time in schedule for students to complete Zearn Students will complete Zearn Lessons for the week Teacher will adjust students program based on the Zearn Progress Report</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Technology - Student Devices - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$15,000, Technology - Student Devices - 1991010001 - General Fund - Regular Program - 6600 - Capital Outlay - \$10,000</p> | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Measurable Objective 3: 40% of students identified as DNM on TEA Interim Assessment 1 will increase their performance to approaches on TEA Interim Assessment 2 and 30% of students identified as Approaches will increase to Meets Performances, and 20% of students identified as Meets will improve to Masters Performance on TEA Interim Assessment 2.

Evaluation Data Sources: Formative Assessments

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Impliment Small Group Learning opportunities for the students at the STAAR 2022 Meets Level Strategy's Expected Result/Impact: By focusing on growth and progress of students at/above benchmark, we can increase our STAAR 2023 Maters performance by 8%. Staff Responsible for Monitoring: Math Teachers, Math Specialists, Math Interventionists, Campus Administrators, SI Coach, IAT, Special Education Teachers, IAT Liaison and Principal Action Steps: HB4545 30 Hours Intervention Program RTI Interventions Differentiated Small Group Instruction Classroom Small Group Instruction based on ability level and goals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Domain 1 Performance distribution of 90% Approaches, 60% Meets, and 30% Masters in order to maintain A-Rating.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 20% of students who scored Meets on Reading TEA Interim Assessment 1 will demonstrate growth to Masters on Reading TEA Interim Assessment 2

Evaluation Data Sources: Formative Assessments





HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Implement small group extended learning opportunities for students at the STAAR 2022 Meets and Masters level. Strategy's Expected Result/Impact: By focusing on growth and performance, we can increase our STAAR 2023 Masters by 8% Staff Responsible for Monitoring: Teachers, Interventionists, Content Specialists, Administrators, Special Education, IAT Chair, Principal. Action Steps: HB4545 30 hours RTI Interventions Differentiated small group instruction Classrooms Small groups based on ability and performance. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
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Measurable Objective 2: 20% of students who scored Meets on Math TEA Interim Assessment 1 will demonstrate growth to Masters on Math TEA Interim Assessment 2.

Evaluation Data Sources: Formative Assessments

HB3 Board Goal

| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: Implement small group extended learning opportunities for students at the STAAR 2022 Meets and Masters level. Strategy's Expected Result/Impact: By focusing on growth and performance, we can increase our STAAR 2023 Masters by 8% Staff Responsible for Monitoring: Teachers, Interventionists, Content Specialists, Administrators, Special Education, IAT Chair, Principal. Action Steps: HB4545 30 hours RTI Interventions Differentiated small group instruction Classrooms Small groups based on ability and performance. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | | Formative | | | Summative |
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Measurable Objective 3: 30% of students who scored Approaches on Science TEA Interim Assessment 1 will demonstrate growth to Meets on Science TEA Interim Assessment 2

Evaluation Data Sources: Formative Assessments

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement small group extended learning opportunities for students at the STAAR 2022 Meets and Masters level. Strategy's Expected Result/Impact: By focusing on growth and performance, we can increase our Science STAAR 2023 Masters by 10% Staff Responsible for Monitoring: Teachers, Interventionists, Content Specialists, Administrators, Special Education, IAT Chair, Principal. Action Steps: HB4545 30 hours RTI Interventions Differentiated small group instruction Classrooms Small groups based on ability and performance. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.





Goal 1: The percentage of students receiving special education services in Reading at or above grade level as measured by Meets Grade Level Standard on the STAAR 3-5 Reading will increase 5% points from STAAR 2022 to STAAR 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach





Measurable Objective 1: 80% percent of students receiving special education services in grade 3-5 will demonstrate growth of 3 raw score points from TEA IA 1 to TEA IA2.

Evaluation Data Sources: Formative Assessments

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Teachers will create and implement weekly Progress Monitoring system to address students' growth with skill deficits. Strategy's Expected Result/Impact: Students receiving personalized interventions will be able to increase performance on STAAR2023 test by 6 raw score points as a results of personalized TEKS based instruction. Staff Responsible for Monitoring: Special Education Teachers, Classroom Teachers, Content Specialists, Adminstration, Principal. Action Steps: TEKS based scaffolds from HISd planning guides Progress Monitoring reports Campus and district assessment data LLI Kits System 444 Interventions Master Schedule Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
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| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Measurable Objective 2: 80% of special education students in grades 4-5 will increase 4 raw score points from STAAR 2022 to STAAR 2023.





Evaluation Data Sources: Formative and Summative Assessments

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Students in special education reading will engage in System 44 with direct instruction from Special Education provider weekly with fidelity Strategy's Expected Result/Impact: Students engaged in System 44 direct instruction, small group and independent practice based on their IR levels and goals will increase performance on assessments by 10% on R360 BOY, MOY, EOY Staff Responsible for Monitoring: Teachers, Sped Chair, Reading Sped Teacher, Reading Teachers, Reading Content Specialist, Administrators, Principal Action Steps: TEKS based scaffolds from HISd planning guides Progress Monitoring reports Campus and district assessment data LLI Kits System 444 Interventions Master Schedule Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Measurable Objective 3: 30% of students on a Reading IEP will increase one performance level as measured by R630 from BOY to MOY and MOY to EOY.

Evaluation Data Sources: Formative and Summative Assessments

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Implement extended learning opportunities for students in grades 3-5 receiving special education services. Strategy's Expected Result/Impact: By receiving extended day learning opportunities for students in G4-G5 receiving special education services for reading, STAAR 2023 will increase from STAAR 2022. Staff Responsible for Monitoring: Teachers, Special Education Teachers, Literacy Specialists, Administrators, Principal. Action Steps: HB4545 Intervention 30 hours TEKS based scaffolds from HISd planning guides Progress Monitoring reports Campus and district assessment data LLI Kits System 444 Interventions Master Schedule Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE at EOY will achieve 97% or higher.

Strategic Priorities:

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

Measurable Objective 1: Maintain or increase attendance Monthly compared to same time each year with goal of 97% or higher.

Evaluation Data Sources: Weekly attendance report

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Attendance phone calls made daily Strategy's Expected Result/Impact: School calls to parents of students who are absent before 8:30AM will likely result in parents bringing child to school by 9:30AM for learning. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Attendance Clerks, Teachers Action Steps: 8:00AM Attendance Folder 8:30AM Attendance Calls begin Attendance Conferences and Contracts with parents of students who have 2 or more absences. Teacher calls daily to follow up on students who are absent using methods in communication plan Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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> | | | | |

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE- Reduce the number of discipline referrals by 10% from the 2021-2022 school year and create a positive student culture promoting responsibility, leadership, and belonging.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: 100% of students in Grades PK-5 will receive anti-bullying awareness training and tools to successfully manage confrontation in a bullying situation.

Evaluation Data Sources: HISD Connect Reports

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 1: Teachers will deliver SEL lessons weekly and incorporate those strategies into their classrooms daily.</p> <p>Strategy's Expected Result/Impact: SEL lessons delivered weekly will empower students with skills and strategies to successfully use strategies to enhance their social and emotional well being.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Specialists, Administration</p> <p>Action Steps: Teacher develop SEL Weekly Lesson in line with scope and sequence Teacher verbally promote those strategies and offer opportunities to practice. Teachers create SEL wall that posts the weekly skill and strategies Teacher explicitly compliments a student that uses the strategies Acts of Kindness and Calling out the Gold will be developed with RTI and Teacher to support goal setting for students who are developing these behavior skills.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | | | | |
| <div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Board Goal 5: N/A - Additional Campus Goals





Goal 3: VIOLENCE PREVENTION- Campus will develop community partnerships and obtain resources through Wraparound Services support for students or families facing challenging circumstances.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Promote the SAF process and Wrap Around Services to Parents and Community

Evaluation Data Sources: SAF Weekly Report, Student at Center Meetings, Family and Community Partnerships

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 1: Promote WAS through Monthly Campus communication publications such as websites, WAS flyers and make the SAF process easily accessible to families.</p> <p>Strategy's Expected Result/Impact: Parents and students who are able to reach out for help in stressful situations and receive support during those times will be more likely to be successful in preventing violent events.</p> <p>Staff Responsible for Monitoring: Wrap Around Services Specialist, Counselor, Administrators, Teachers</p> <p>Action Steps: Weekly WAS SAF Updates to principal WAS will promote services to community WAs will be visible during arrival, dismissal and cafeteria duty to build relationships with students in order to identify needs and match with resources. WAS will attend parents events to build relationships with parents and promote campus and community partnerships.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> | | | | |
| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION- Increase the number of students in math special education meeting the meets performance standard by 10% in STAAR 2023 compared to STAAR 2022.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the math performance of students on a math IEP by use of best practices of instruction.

Evaluation Data Sources: Running Records

| Strategy 1 Details | | Reviews | | | |
|---|--|--|-----|-----|-----------|
| Strategy 1: Train teachers on Zearn and Guided Math for students in GK-5. Strategy's Expected Result/Impact: By systemically designed literacy instruction rooted in best practices, students with Math disabilities will be able to make the targeted progress as outlined by their IEP's. Staff Responsible for Monitoring: Special Education Teachers, Teachers, Special Ed Chair Administration Action Steps: Train Sped Teachers on Math Strategies Training Sped Teachers on Imagine Math Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| | | <div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div> | | | |

Measurable Objective 2: Students on Math IEP will demonstrate growth in taught TEKS by increasing 6 raw score points from TEA Interim Assessment 1 to TEA Interim Assessment 2, and 6 more raw score points from TEA Interim 2 to STAAR 2023

Evaluation Data Sources: TEA Interim Assessment 1

TEA Interim Assessment 2

Board Goal 5: N/A - Additional Campus Goals

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





The percentage of special populations at the approaches grade level or above will increase by 10% in ELA Reading and Math in each performance category.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the performance of EL students by composite score increase of 5% in the Speaking and Reading Domains.

Evaluation Data Sources: ELD Progress Monitoring, Lesson Plans incorporating ELSP, Daily Language Objectives, TELPAS Reports

| Strategy 1 Details | | Reviews | | | |
|---|--|---|-----|---|-----------|
| Strategy 1: Train Teachers on 7 steps to a language rich classroom and content based language strategies. Strategy's Expected Result/Impact: Students with English Language Deficits will be able to make the targeted language progress as outlined by their LEP status. Staff Responsible for Monitoring: Classroom Teachers, Si Coach, LPAC Coordinator, Administration, Principal Action Steps: Content Based Language Support Training and Power Point 7 Steps to a Language Rich Classroom Book Study HISD SI Academy PLC Incorporating ELPS and CBLI strategies into each content area After School PD sessions Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
|  No Progress | |  Accomplished | |  Continue/Modify | |
| | |  Discontinue | | | |

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT- Increase VIP participation by 10% compared to 21-22 and SDMC strategies to increase parent involvement.

Strategic Priorities:

Transforming Academic Outreach

Measurable Objective 1: Increase VIP by 10%

Evaluation Data Sources: VIP Rosters

| Strategy 1 Details | | Reviews | | | |
|--|--|---|--|--|-----------|
| Strategy 1: VIPS Coordinator will promote recruitment events for each VIPS meeting and at campus instructional night events Strategy's Expected Result/Impact: Through increased awareness and personal testimonies, new parents will become informed and enlist in volunteering opportunities. Staff Responsible for Monitoring: VIPS Coordinator, Administrators, Wraparound Services Specialist, Counselor, Principal Action Steps: Current Parent Contact Information in Power School Announce events: Campus Websites, Twitter, Call Outs, Dojo, Flyers Title I: 4.2 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
|  No Progress | |  Accomplished |  Continue/Modify |  Discontinue | |

Board Goal 5: N/A - Additional Campus Goals





Goal 7: MANDATED HEALTH SERVICES- The campus will meet 100% of Mandated Health Screenings by the required dates for Immunization Monitoring, Vision and Hearing Screening, Type 2 Diabetes, Spinal Screening, Medication Administration and AED Maintenance Checks.

Strategic Priorities:

Expanding Educational Opportunities, 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 Oct. 22, 2022

Evaluation Data Sources: Campus Reports

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|-----|-----------|
| Strategy 1: Nurse will monitor and implement immunizations screening and reporting. Strategy's Expected Result/Impact: Monitoring Immunizations will decrease risk of communicable diseases that negatively impact learning outcomes. Staff Responsible for Monitoring: Nurse, Assistant Principal, Principal Action Steps: Allocate time and create immunization schedule Phone Calls to parents with missing records Connect families to community partnerships for immunization access. Title I: 2.4, 2.5, 2.6, 4.2 | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| | | <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Measurable Objective 2: VISION and HEARING SCREENING- at Grades PK- 5th will be completed by a school nurse on or before Dec. 10, 2023

Evaluation Data Sources: Vision and Hearing Screening Plan and Records

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Nurse will create a vision and hearing screener calendar with ability to evaluate all grade levels. Strategy's Expected Result/Impact: Students with vision and hearing needs will be identified so needs may be addressed minimizing barriers to learning and increasing academic outcomes. Staff Responsible for Monitoring: Nurse, Assistant Principal, Principal Action Steps: Create Screening Calendar TA to assist with Monitoring students Data entered for each student group within 48 hours of H and V screener being conducted Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |





Measurable Objective 3: Type 2 DIABETES SCREENING- will be completed by Nurse for grades PK- 5th on or before Dec. 10, 2023

Evaluation Data Sources: Data Entry Forms and state reports

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Nurse creates screening calendar and enters data into system within 48 hours of screener. Strategy's Expected Result/Impact: Students who maintain a healthy blood sugar level will have better ability to engage in academic and other activities to support the development of the whole child. Staff Responsible for Monitoring: Nurse, Asst. Principal, Principal Action Steps: Create Screening Calendar TA to assist with Monitoring students Data entered for each student group within 48 hours of T2 Diabetes screener being conducted Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Measurable Objective 4: 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 school year 2022-2023.

Evaluation Data Sources: School Nurse- Wellness Team

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Utilize a medication binder and schedule Strategy's Expected Result/Impact: Students who have medical need of administration of medication as school are able to participate and access learning opportunities. Staff Responsible for Monitoring: Nurse, Administration Action Steps: Medication Binder and Schedule Communicated with Administration and Front Office Team and Teacher Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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

Measurable Objective 1: Rate of Obese students will drop by 10% from BOY 2022 to EOY 2023

Evaluation Data Sources: PE Health and Fitness Assessments

| Strategy 1 Details | | Reviews | | | |
|--|--|--|-----|--|-----------|
| Strategy 1: Students will participate in Health and Fitness Assessments,. Strategy's Expected Result/Impact: Students with healthier BMI will have less medical issues impacting learning and thus increasing student academic outcomes. Staff Responsible for Monitoring: Nurse, PE Teacher, Administration, Asst. Principal Action Steps: Conduct BOY Health and Fitness Assessment Create Health and Fitness Challenges students can do in PE, Recess and Home Progress Monitor of outcomes EOY Health and Fitness Assessment Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
|  No Progress | |  Accomplished | |  Continue/Modify | |
| | |  Discontinue | | | |

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Campus Funding Summary

| 1991010001 - General Fund - Regular Program | | | | | | |
|---|------|----------------------|----------|--|-------------------------------|-------------|
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | 1 | Small Group Text | 6300 - Supplies and Materials | \$5,000.00 |
| 2 | 1 | 1 | 1 | Guided Math Professional Development | 6300 - Supplies and Materials | \$5,000.00 |
| 2 | 1 | 1 | 1 | Guided Math Instructional Resources | 6300 - Supplies and Materials | \$2,500.00 |
| 2 | 1 | 2 | 1 | Technology - Student Devices | 6600 - Capital Outlay | \$10,000.00 |
| 2 | 1 | 2 | 1 | Technology - Student Devices | 6300 - Supplies and Materials | \$15,000.00 |
| Sub-Total | | | | | | \$37,500.00 |
| 1991010004 - General Fund - State Comp Ed | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 1 | | 6300 - Supplies and Materials | \$12,000.00 |
| Sub-Total | | | | | | \$12,000.00 |
| 1991010006 - General Fund - Bilingual | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 1 | Bilingual Literacy Materias and supplies | 6300 - Supplies and Materials | \$8,000.00 |
| Sub-Total | | | | | | \$8,000.00 |
| 2110000000 - Title 1 Basic Programs | | | | | | |
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | 1 | | 6100 - Payroll | \$50,000.00 |
| Sub-Total | | | | | | \$50,000.00 |

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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