

Houston Independent School District
262 Grissom Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Grissom has a history of transformation in its population over the past fifty-five years. The school began with a student population of 97% Caucasian and 3% other. Today, Grissom has a diverse population of 459 students: 23% African-American, 76% Hispanic, and 1% other. Characteristics of the student population at Grissom Elementary are: 60% at risk, 96% economically disadvantaged, 45% Limited English Proficient, 20% homeless and 18% transient. Our special population groups 2% Gifted and Talented and 6% Special Education. Our attendance rate is 93.4% and 100% of the students are Title I. The Grissom Elementary staff is composed of 30 Teachers, one Principal, and one Teacher Specialists, of which 13% are male and 87% are female. 47% of our staff members are Hispanic, 50% African-American and 2% Asian/White, . Average years of experience for the staff are 12 years. 24% of the staff has a Master's Degree. Grissom has 2 teacher instructional assistants, all female, and have an average of 14 years of experience. Two of the instructional assistants are dedicated to our PALS program, one dedicated to BSC and none for general education. Grissom Elementary serves not only the surrounding community, but students who are on transfer due to being capped from other surrounding schools. Currently there is one neighborhood association, The South Houston Concerned Citizens. The school has a SDMC waiver in place of Faculty Advisory Committee and the Promotion Standards waiver.

See Chart below

Enrollment Count			
Grade	2018-2019	2021-2022	2022-2023
PE	3	0	6
PK	49	35	51
K	84	58	60

1st	70	80	70
2nd	87	66	71
3rd	75	85	64
4th	69	70	84
5th	78	77	53
Total	515	471	459

Ethnicity	Percent		
	2018-2019	2021-2022	2022-2023
Black	27%	24%	23%

Hispanic	72%	75%	76%
White	0%	0%	0%
Asian	0%	0%	<1%
Two or More	1%	0%	<1%

Demographics Strengths

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

Student Learning

Student Learning Summary

Student Learning Summary In the TEA report card 2022-2023: Grissom Elementary earned a **B** rating

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

In Domain 1 student Achievement shows 56% with a 4% decrease from 2017-2018 school year at 60%. Based on data from Domain 1 it continues to be a campus focus as we have shown consistent growth of students over the past two years. We have closed gaps in order to achieve Domain 1. If we meet our goals in Domain 1 we will meet our Domain 3 indicators as well as Domain 2 part A & B.

In reference to Domain 2a, at 86% is where we made great gains. Grissom saw an 18 point gain in Domain 2a from 2017 to 2018. This means we grew a large number of our students. While we grow students we also increased our Domain 3 scores by subpops and achieved closing gaps more for these groups. As we grow students in Domain 2 we also increase our scores in all performance levels of Domain 1.

READING

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

3rd grade: 41 students tested with 54% approaches 32% meets 10% Master

4th grade: 56 students tested with 62% approaches 29% meets 11% Masters

5th grade: 72 students tested with 69% approaches 31% meets 15% Masters

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

3rd grade: 40 students tested with 40% approaches 10% meets 8% Master

4th grade: 56 students tested with 62% approaches 29% meets 11% Masters

5th grade: 72 students tested with 69% approaches 31% meets 15 % Masters

SCIENCE

5th 72 students tested with 56% approaches 25% meets 10% Masters

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

17-18 vs 19-20

		2017-2018			2018-2019	
Accountability Overview		Composite Score	Scale	Grade	Composite Score	Scale
		Goal	Score		Goal	Score
Domain 1						
Student Achievement	35	60	D	34	59	
Domain 2A						
Academic Growth	59	57	F	72	75	
Domain 2B						
Relative Performance	35	67	D	34	66	
Domain 3						
Closing the Gaps	34	64	D	52	71	

2017-2018				2018-2019	
Accountability Overview	Composite Score	Scale	Grade	Composite Score	Scale
	Goal	Score		Goal	Score
Overall Rating		66	D		74

ACCOUNTABILITY SCORECARD 2 YR COMPARISON 19-20 vs 21-22

2019-2020				2021-2022	
Accountability Overview	Composite Score	Scale	Grade	Composite Score	Scale
	Goal	Score		Goal	Score
Domain 1					
Student Achievement	44	72	C	44	56

		2019-2020			2021-2022	
Accountability Overview		Composite Score	Scale	Grade	Composite Score	Scale
		Goal	Score		Goal	Score
Domain 2A						
Academic Growth	75	80	B	75	86	
Domain 2B						
Relative Performance	44	81	B	44	59	
Domain 3						
Closing the Gaps	86	81	B	86	71	
Overall Rating		86	B		82	

21-22 STAAR Results by Content – ES (English)

Grade	Content	Number Tested	Number Did Not Meet	Approaches	Meets	Masters	Number Did Not Test	Change
3	Math	40	24	40%	10%	3%	1	+ 10%
	Math-S	46	15	67%	24%	15%	0	+ 26%
	Reading	41	19	54%	32%	10%	0	+ 2%
	Reading-S	45	18	60%	29%	9%	1	+1 %

Grade	Content	Number Tested	Number Did Not Meet	Approaches	Meets	Masters	Number Did Not Test	Change
4	Math	56	36	36%	13%	0%	0	+ 1%
	Math-S	8	8	0%	0%	0%	0	0%
	Reading	56	21	62%	29%	11%	0	+ 13%
	Reading-S	8	88%	12%	12%	12%	0	- 8 %

Grade	Content	Number Tested	Number Did Not Meet	Approaches	Meets	Masters	Number Did Not Test	Change
5	Math	73	28	62%	27%	10%	0	+ 36%
	Math-S	3	1	67%	33%	0%	0	- 33%
	Reading	72	22	69%	31%	15%	0	+ 28%
	Reading-S	4	2	50%	50%	50%	0	- 50 %
	Science	72	32	56%	25%	10%	0	+ 29%
	Science-S	4	4	0%	0%	0%	0	0%

Universal Screener data – Historical Trends ES Early Literacy

2YrRenALL_A%BM		21-22															20-21				
		BOY					MOY					EOY					EOY				
		Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%	Cnt	A%	O%	I%	U%
KG	Ee	24	42	25	12	21	1			100							31	74	10	3	13
	Es	26	54	27	12	8	8	88	12								31	90	10		
G1	Ee	38	29	24	21	26	42	36	10	12	43	38	37	5	13	45	43	42	23	16	19
	Es	39	41	21	23	15	39	85	13		3	37	100				28	96	4		
	Me	39	69	8	10	13	40	78	18	2	2	41	88	2	2	7	44	50	16	16	18
	Ms	39	38	26	18	18	38	63	16	16	5	37	81	16	3		27	81	7	7	4
G2	Me	39	28	10	36	26	51	45	10	22	24	45	42	16	16	27	40	48	15	22	15
	Ms	26	65	4	15	15	27	93	4	4		28	93	7			47	79	6	13	2
	Re	40	30	2	8	60	46	35	13	9	43	45	33	16	11	40	4	25	50		25
	Rs	26	77	12	8	4	26	88	8	4		28	100				47	77	15	4	4
G3	Me	29	45	17	21	17	32	44	12	19	25	38	47	11	21	21	28	29	11	21	39
	Ms	48	58	17	15	10	45	62	7	13	18	45	71	11	13	4	33	70	3	24	3
	Re	33	39	27	12	21	35	26	23	17	34	39	26	21	21	33	32	28	25	9	38
	Rs	49	86	10		4	46	89	4	2	4	46	93		4	2	36	89	8		3
G4	Me	48	19	10	35	35	54	17	6	24	54	62	15	8	26	52	79	41	10	23	27
	Re	55	18	15	20	47	51	14	16	18	53	60	15	3	25	57	82	27	15	22	37
G5	Me	75	39	9	31	21	74	43	18	20	19	75	51	15	24	11	57	26	14	30	30
	Re	76	17	12	34	37	72	22	17	36	25	74	19	28	31	22	61	23	13	21	43

		Number Tested		At/Above		On Watch		Ren : On W:
		2019	2021	2019	2021	2019	2021	
K	Elit_E	35	31	97%	74%	3%		1
	Elit_S	44	31	80%	90%	7%		1
	Elit_E	18	43	11%	42%	22%		2
1st	Elit_S	26	28	88%	96%	4%		4

Universal Screener data – Historical Trends ES Reading

		Number Tested		At/Above		On Watch		Ren : On W:
		2019	2021	2019	2021	2019	2021	
2nd	English	39	4	46%	25%	10%		5
	Spanish	49	47	94%	77%	2%		1
3rd	English	32	32	38%	28%	19%		2
	Spanish	44	36	84%	89%	11%		8
4th	English	66	82	32%	27%	17%		1
5th	English	74	61	16%	23%	12%		1

Universal Screener data – Historical Trends ES Reading

		Number Tested		At/Above		On Watch		Ren : On W:
		2019	2021	2019	2021	2019	2021	
2nd	English	39	4	46%	25%	10%		5
	Spanish	49	47	94%	77%	2%		1
3rd	English	32	32	38%	28%	19%		2
	Spanish	44	36	84%	89%	11%		8
4th	English	66	82	32%	27%	17%		1
5th	English	74	61	16%	23%	12%		1

Universal Screener data – Historical Trends ES MATH

		Number Tested		At/Above		Ren %	
		2019	2021	2019	2021	On W	
1st	English	44	44	45%	50%	25%	1
	Spanish	26	27	96%	81%	0%	7
2nd	English	39	40	49%	48%	10%	1
	Spanish	47	47	77%	79%	4%	6
3rd	English	32	28	56%	29%	16%	1
	Spanish	44	33	82%	70%	9%	3
4th	English	69	79	71%	41%	17%	1
5th	English	76	57	47%	26%	16%	1

Historical HFWE - ES (BOY)

BOY		2018-2019		2019-2020			
Grade Language	# Tested	% Proficient		# Tested	% Proficient		# Tested
		Yes	No		Yes	No	
G1_E	45	56%	44%	37	70%	30%	48
G1_S	26	77%	23%	45	78%	22%	24
G2_E	33	82%	18%	36	75%	25%	33
G2_S	46	100%	0%	30	100%	0%	45

Historical HFWE - ES (MOY)

MOY		2018-2019		2019-2020			
Grade Language	# Tested	% Proficient		# Tested	% Proficient		# '
		Yes	No		Yes	No	
G1_E	17	24%	76%	11	27%	73%	15
G1_S	9	33%	67%	10	30%	70%	8
G2_E	9	44%	56%	8	38%	63%	12

MOY		2018-2019			2019-2020		
G2_S	1	100%	0%	0	0%	0%	5

Historical HFWE - ES (MOY)

MOY		2018-2019			2019-2020		
Grade Language	# Tested	% Proficient		# Tested	% Proficient		#
		Yes	No		Yes	No	
G1_E	17	24%	76%	11	27%	73%	15

MOY		2018-2019			2019-2020		
G1_S	9	33%	67%	10	30%	70%	8
G2_E	9	44%	56%	8	38%	63%	12
G2_S	1	100%	0%	0	0%	0%	5

COMPARISON HFWE - ES (EOY)

EOY		2018-2019		EOY	
		% Proficient			
Grade	# Tested			Grade	
Language		Yes	No	Language	

EOY

2018-2019

EOY

G1_E

12

25%

75%

G1_E

G1_S

7

71%

29%

G1_S

G2_E

7

43%

57%

G2_E

G2_S

0

0%

0%

G2_S

.

ENGLISH LANGUAGE PROFICIENCY: TELPAS

TELPAS 2020-2021

	Beginning		Intermediate		Advanced		Advanced High		Totals	
	#	%	#	%	#	%	#	%	#	%
Beginning	<u>10</u>	16.95%	<u>32</u>	54.24%	<u>17</u>	28.81%	0	0%	<u>59</u>	51.3%
Intermediate	<u>1</u>	2.86%	<u>21</u>	60%	<u>13</u>	37.14%	0	0%	<u>35</u>	30.43%
Advanced	0	0%	<u>10</u>	50%	<u>9</u>	45%	<u>1</u>	5%	<u>20</u>	17.39%
Advanced High	0	0%	0	0%	<u>1</u>	100%	0	0%	<u>1</u>	.87%
Totals	<u>11</u>	9.57%	<u>63</u>	54.78%	<u>40</u>	34.78%	<u>1</u>	.87%	<u>115</u>	100%

TELPAS 2020-2021

	Rising		Maintaining		Decreasing	
	#	%	#	%	#	%
Beginning	<u>49</u>	42.61%	<u>10</u>	8.7%	0	0%
Intermediate	<u>13</u>	11.3%	<u>21</u>	18.26%	<u>1</u>	0.87%
Advanced	<u>1</u>	0.87%	<u>9</u>	7.83%	<u>10</u>	8.7%
Advanced High	0	0%	0	0%	<u>1</u>	0.87%
Totals	<u>63</u>	54.78%	<u>40</u>	34.78%	<u>12</u>	10.43%

*As of 8/12/2021 OnTrack

ENGLISH LANGUAGE PROFICIENCY: TELPAS ES

TELPAS Composite Levels (TELPAS Domain 3)							
Grade Level	Beginning		Intermediate		Advanced		Advanced
	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019	2021-2022	2018-2019
Grade 1	28	33	2	5	0	0	0
Grade 2	31	10	11	17	4	2	1
Grade 3	0	7	30	25	14	11	1
Grade 4	1	3	18	19	19	14	5
Grade 5	3	2	18	24	24	16	3
Total	63	55	79	90	61	43	10

20-21 STAAR RESULTS BY CONTENT – ES (ENGLISH)

Grade	Content	Number Tested	Number Did Not Meet	Approaches	Meets	Masters
4 th	Math	31	23	26%	0%	0%
	Reading	31	16	48%	13%	3%
5 th	Math	67	43	36%	9%	4%
	Reading	67	34	49%	13%	4%
	Writing	60	39	35%	13%	0%

* These percentages are cumulative and include STAAR Alt 2 results

20-21 STAAR RESULTS BY CONTENT - ES (SPANISH)

Grade	Content	Number Tested	Number Did Not Meet	Approaches	Meets	Masters
4 th	Math	30	17	43%	10%	0%
	Reading	30	12	60%	23%	10%
5 th	Math	5	5	0%	0%	0%
	Reading	5	4	20%	0%	0%
	Writing	5	4	20%	0%	0%

* These percentages are cumulative

UNIVERSAL SCREENER DATA – CURRENT ES EARLY LITERACY

		Ren 360 EOY Assessment				
		Number Tested	At/Above	On Watch	Intervention	Urgent Intervention
1 st	English	31	71%	10%	6%	13%

	Spanish	33	91%	9%	0%	0%
2 nd	English	35	40%	23%	20%	17%
	Spanish	23	96%	4%	0%	0%

UNIVERSAL SCREENER DATA – CURRENT ES READING

		Ren 360 EOY Assessment				
		Number Tested	At/Above	On Watch	Intervention	Urgent Intervention
3 rd	English	4	25%	50%	0%	25%
	Spanish	47	77%	15%	4%	4%
4 th	English	29	24%	21%	10%	45%
	Spanish	34	88%	9%	0%	3%
5 th	English	75	27%	15%	22%	36%

Problems of Practice Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary: Grissom Elementary consists of grade levels PK-5th grade. Our campus programming includes Gifted and talented, Traditional Bilingual, ESL, ECSE, and BSC programming. Grissom will adhere to district curriculum and best practices such as literacy by 3, 5E model, guided math, and sheltered instruction. In addition we are a title 1 campus which is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

All teachers will utilize sheltered instruction strategies. We help scholars from an early age. Our programs aim to develop a well-rounded scholar that is ready to embrace the 21st century challenges as a caring, critical thinker. We set high academic and behavior expectations throughout our programs.

Grissom elementary prides ourselves in our STEM LAB

- We want Mighty Grissom Rocket Cadets to know that they have great minds and that there is no limit to where your imagination will take you! Math/Science/Technology night is an opportunity to introduce to some and/or stir up the natural curiosity in most by presenting math and science concepts with a techno twist. It is an evening of fun, games and wonder! Cadets and their families come out and enjoy the academically charged atmosphere together. The find out that learning can be fun! Grissom Rockets would like to begin making progress to become a STEM Magnet in the future by Spring 2023.

C.O.R.E. Program - The main objective is to bridge the gap between police and communities through service.

Children Museum/United Way- The Parent Stars is a campus-based outreach program that provides family learning events at schools to increase parental academic support at home.

Restorative Practices -Is a school-wide process that proactively build healthy relationships and a sense of community to prevent and address conflict and wrong doing. It improves school climate, increase academic achievement and reduce racial disparities in school discipline.

Rethink Ed -is a social and emotional learning program that fosters communication, connection, and community both in and outside the classroom. It centers on relationship building and strives to help boys and girls develop into compassionate and caring adults.

DePelchin Children Center-Skills For Success promotes positive youth development and reduce the chance for youth to engage in behaviors that will put their health and well-being at risk.

How are students at risk given the opportunity to meet challenging state academic standards with a well rounded program? Students at risk are identified at the beginning of the year using data from the previous year and boy assessments. The academic and behavior data help us to pin point those scholars that need Tier 2 and Tier 3 interventions in the instructional/ behavior fronts. Scholars are then monitored during the year and get an opportunity to review their academic and behavior goals for the year with teachers, teacher specialist, AP, and Principal. Grissom has embedded a 1 hour Rocket power hour to support students by receiving pull outs and small group instruction based on student deficits to close their learning gaps. Scholars are also referred to the counseling team when needed. At Grissom, we believe that by building meaningful relationships with our scholars we can help them to heal from any previous traumatic experience that may get in the way of instruction. How Grissom supports instructional leaders? -PLC's are going to provide an opportunity for faculty to lead PD and share good practices with the rest of the team. -District professional development and campus professional development -Region 4, out of district training, internal PD, One Source. Encouraging Career pathways in house -District personnel supporting Instructional development. -3 instructional specialist to support the team

Campus-based mentors and CIC program. Grissom Leaders responsibilities are clear and openly discussed with School principal and AP during one to one meetings at the beginning of the year and during different points in the year. New teachers to the campus are provided a mentor/buddy. The mentors support teachers throughout the year to help teachers become acclimated with the campus and expectations.

Personal technology plan for each student: 1.1. Our Vision: Grissom Elementary school is committed to preparing our students to be responsible, caring, and active citizens in a rapidly changing world. Grissom will: provide learning environments that use technology to engage students, prepare students to adapt and thrive in creative and relevant ways, facilitate the sharing of information within the local and global communities, foster a skill set and global perspective required for 21st century citizens, and support educators and students to adapt, change, model, and use technology tools that will foster learning. 1.2. Our Mission: It is the mission to support all scholars and all staff in the safe, responsible and proficient use of current and emerging technologies as tools to live and learn, now and in the future. 1.3. Our Guiding Beliefs: Technology is a powerful tool to engage every student in learning. Technology facilitates communication between students, staff, parents/guardians and the community-at-large. Technology provides opportunities for collaboration. Technology fosters the skill set and global perspective required for 21st century citizens to adapt and thrive. The nature of technology makes it imperative to practice appropriate, safe, moral and ethical use of technology. School Staff are powerful users of technology. Technology expands available resources by providing unique learning opportunities for creative, relevant, and purposeful learning. 1.4. Our Goal: is to improve student learning through the use of technology by providing: 1. access to information for all Grissom students, staff and families 2. provide personalized learning opportunities 3. timely feedback on assessments to monitor and summarize learning

1.5. Priority Areas & Impact on Student Learning: Priority Areas & Impact on Student Learning: 1. Student Computing Devices 1. Increase access to devices to meet learning needs. 2. Create opportunities to access information through web-based resources. 3. Provide opportunities to create and collaborate on assignments and presentations. 1. Computer Labs & Technologies for Whole Class Activities: 1. Provide current technology equipment to meet whole class computing needs. Identify and coordinate options to support current and emerging devices that can be support with student learning.

4. STEM Education Grissom elementary will strive to become a STEM Magnet by 2023. As part of this vision Grissom elementary will 1. Provide technology tools and resources to support science curriculum and computing needs. 2. Provide technology tools and resources to support math curriculum and computing needs. 3. Contribute to technology tools and resources to support CTE courses. 5. Electronic Content to Support Curriculum 1. Increase anywhere-anytime access to classroom and learning resources. 2. Support online databases and subscriptions to supplement curriculum. 6. Collaboration Tools 1. Provide opportunities for collaboration on and off campus. 2. Provide access to devices, tools and resources to support collaboration with and among Grissom educators and students. 3. Support creation and storage of student work so documents are accessible anywhere-anytime. 7. Assisted Technology Systems 1. Provide assisted technology systems and tools to support learning needs of students receiving special education services. 8. Wireless Access 1. Increase wireless access to meet student learning need

The 2022-2023 School Year Grissom will implement the STEMscope Curriculum in grades PK - 5. The digital curriculum is supported by hands on exploratory skills. Intervention strategies thru coding will be implemented to support literacy.

Lastly, Grissom Elementary offers extra curricular activities after school such as:

Soccer

Football

STEM

Volleyball

Problems of Practice Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Our SDMC meetings, creates a engaging space for our business partners, philanthropic organizations and individuals to have a saying in the school decisions. They happen 4 times a year. Level of support from our community to Grissom: The Grissom SDMC includes parents, teachers, and community members as outlined by TEA. The SDMC operates throughout the year in an advisory capacity in addition to the work during the comprehensive needs assessment process. The ongoing work includes discussion of culture and climate issues regarding expectations and values as well as safe and disciplined environment that is conducive to teaching and learning.

Data was gathered from parents, staff, parents who have had children previously attend Grissom elementary, and FACE parent survey 2022-2023 school year to determine strengths and needs in the overall climate and family/community involvement of Grissom Elementary. Families indicated one strength is Grissom is a family friendly school who believes in focusing on whole child.

How is conflict resolved? We practice champs and utilize ReThink Ed focus kits for our SEL at Grissom. Scholars participate every week in discussions with themes that matter to them. In addition, for the 2022-2023 school year students will go through a weekly student with the Hard Hat book learning 21 ways to be a great teammate. When a conflict occurs a mediation and a circle takes place between the scholars and the counseling team. We strongly believe in champs practices vs punitive practices. We also practice circles among faculty and staff when issues arise. We strongly believe in creating a safe space for everyone to be vulnerable and come together to find a win win solution.

Staff turnover and how it compares with previous year? Grissom Elementary has experienced a lower turnover of staff and faculty in comparison from last year. Graduation rate or drop out rate? For 2022-2023 school year we have a 100% promotion rate Staff mentoring: All new teachers at Grissom Elementary are assigned a mentor that meets with the new teachers on a weekly basis. In addition, there is a mentor-ship and coaching between appraisers and staff. Parent/ Guardian/ Community participation rates: During all our meeting with parents, parents are invited to fill in an attendance form to keep track of participation and involvement.

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

Staff turnover and how it compares with previous year? Grissom Elementary has experienced an increased turnover of staff and faculty in comparison from previous years. Graduation rate or drop out rate? For 2022-2023 school year we have a 100% promotion rate Staff mentoring: All new teachers at Grissom Elementary are assigned a mentor that meets with the new teachers on a weekly basis. In addition, there is a mentor-ship and coaching between appraisers and staff.

Parent/ Guardian/ Community participation rates: During all our meeting with parents, parents are invited to fill in an attendance form to keep track of participation and involvement. The support of our community has increased as the year has evolved and as Covid restrictions were being lifted. During our field days, community partners provided water, sodas and snacks for our scholars. We also had Blessing in a bag to deliver to our scholars during the summer to ensure a caring note and snacks were provided daily to students to encourage their attendance. Our closet is open to the public. It aims to provide clothes and uniforms and shoes for our scholars and community members.

School culture and climate: School perceptions have been positive overall and parents and community seems to be happy with the culture and climate developed at Grissom Elementary. Barriers that prevent participation by parents/ guardians: During the previous school year, parents/ guardians were not allowed to be in the building due to CDC and district guidelines. In addition, parents work different schedules and that becomes a barrier to come and attend school meetings of belonging. Many of our teachers are veterans and

have been teaching in the Grissom community for many years and have roots in the South Side community. Teachers work together and this new school year will focus on closing student gaps.

Perceptions Strengths

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

- Book Fairs
- Fall Festival
- Kiser Konnects(coffee with the Principal)
- Grissom Elementary programs (Hispanic Heritage, Winter, Black History)
- Grissom Elementary GT Expos
- Grissom Elementary Monthly(theme writings)
- Community Partnerships (Fresh Veggies, CORE, Big Brother & Sister)
- ROE (Teacher Recognition Awards)
- After school tutorials & Clubs
- Direct instruction for students
- Small group instruction
- Formative and Summative Assessments (snapshots, DLA, Circle, ELD, STAAR, TELPAS)
- Kiser Store (Kiser Bucks)

Problems of Practice Identifying Perceptions Needs

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

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Board Goals

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






Goal 1: By June 2023, 90% of all students in grades 3-5 will accomplish "approaches" academic standard on the STAAR reading and writing assessments; 35% will accomplish "meets", and 10% will accomplish "masters" academic standard on the STAAR reading assessments.

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: Develop a literacy cohort that increases literacy, overall TEKS knowledge, and the capacity of RLA teachers. As a result, 90% of all students will perform at or above reading grade-level expectations.

Evaluation Data Sources: Imagine Reading, HMH, Renaissance 360, Lead4Ward field guides, side by sides, planning guides, scope & sequence, frequency distribution.

Strategy 1 Details		Reviews			
Strategy 1: Create and execute effective PLCs, learning labs, and PD with RLA admin, Career Pathway Instructional Specialist, (focused on literacy best practices developed by on-campus cohort and external experts). Strategy's Expected Result/Impact: 80% of students will perform at or above reading grade-level objectives. Staff Responsible for Monitoring: Admin Team, Reading Interventionist, RLA Teachers, Ancillary Support, DDIS, Career Pathways-Literacy Specialist Action Steps: *Define and assign leadership roles, *Identify literacy resources and framework, aligned with objectives to meet the stated goal * Interpret data and plan At-Bats to target struggling standards * Coach & model best practices in the moment and/or during PLCs"		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

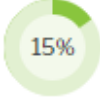




Measurable Objective 2: Student data is routinely monitored and tracked to inform instruction. Teachers can articulate data trends and students can identify and share goals and progress on overall objectives. Student data trackers, data wall, and teacher data electronic or data binder are available and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

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

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

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

Evaluation Data Sources: Imagine Reading, HMH, Renaissance 360, Lead4Ward field guides, side-by-sides, planning guides, scope & sequence, frequency distribution, progress monitoring, and benchmark running records.

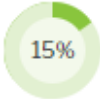
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct routine small group interventions, pull-outs, or enrichment based on information presented during PLCs, IAT meetings, anecdotal records, and student data. Strategy's Expected Result/Impact: As a result, 100% of students will move up by one tier (based on Renaissance 360 data) or one reading level on benchmark running record data by the end of the school year. Staff Responsible for Monitoring: Admin Team, RLA Teachers, Reading Interventionist, Dyslexia Interventionist, and RLA TDS, Ancillary Support, DDIS, Career Pathways-Literacy Specialist, Action Steps: *Provide theoretical context and literacy application during pre-service and ongoing professional development *Ensure teachers are trained to administer benchmark running records *Collaborate during PLCs to ensure content expectations are clear *Facilitate monthly PLCs focused on data analysis (Renaissance 360 reports)				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: By June 2023, 90% of all students in grades 3--5 will accomplish "Approaches" academic standard on the STAAR Math assessments. By June 2023, 35% of all students in grades 3--5 will accomplish "Meets" academic standard on the STAAR Math assessments. By June 2023, 25% of all students in grades 3--5 will accomplish "Masters" academic standard on the STAAR Math assessments.

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

Evaluation Data Sources: T-Tess Data, PLC Agendas & Sign In Sheets, PD Artifacts, Classroom Observations, Feedback Conferences, Renaissance 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Weekly Content focused PLCs targeting best practices & At-Bats, Bi-monthly coaching and planning with Vontoure Math District professional Development opportunities. Strategy's Expected Result/Impact: Strategy 1 Weekly Content focused PLCs targeting best practices & At-Bats. Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist. Action Steps: "* Schedule PLCs for grade levels to plan vertically. * Interpret data and plan At-Bats to target struggling standards. * Coach & model best practices in the moment and/or during PLCs. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability				

Strategy 2 Details	Reviews			
Strategy 2: Bi-Weekly Vertical Alignment Content focused PLCs targeting best practices & At-Bats, Bi-weekly coaching and planning with campus leadership team. Strategy's Expected Result/Impact: Bi-weekly vertical alignment content plcs Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist Action Steps: Provide coverage during scheduled meetings "** Schedule PLCs for grade levels to plan vertically. * Interpret data and plan At-Bats to target struggling standards. * Coach & model best practices in the moment and/or during PLCs. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 90% of all students will perform on grade level on mathematics skills and concepts and show mastery of grade level mathematics objectives.






Evaluation Data Sources: T-Tess Data, Classroom Observations, PLC Meetings, Feedback Conferences, PK Circle Assessments, Campus and District Snapshots, Renaissance Progress Monitoring Results, Formative & Summative Assessments, STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Strategy 2 Staff will conduct authentic small group instruction and intervention using Tier 2 and Tier 3 data. Strategy's Expected Result/Impact: Instructional staff will conduct authentic small group instruction and and intervention using Tier 2 and Tier 3 data.	Formative			Summative
	Nov	Jan	Mar	June

<p>Instructional staff will host extended day and weekend tutorials based on student data. Teachers and staff will attend training and utilize the 5E lesson cycle as mandated by the district.</p> <p>Staff Responsible for Monitoring: School Leaders, Math Teachers, Ancillary Support, Math Teacher Development Specialist , District Officials</p> <p>Action Steps: "* Provide training to effectively utilize Focus Kits for intervention. * Ensure teachers have time to plan small group based on data. * Support teachers in small group planning and resources. * Provide PD opportunities to give teachers small group strategies.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	<div><div></div><div>25%</div></div>			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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

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

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






Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: All students will develop an understanding of college and careers by the end of 2022-2023 school year

Strategy 1 Details	Reviews			
Strategy 1: Wednesday college T- Shirt day Strategy's Expected Result/Impact: All students campus wide will wear and engage in information regarding various colleges. Staff Responsible for Monitoring: Counselor, Principal Action Steps: Communication sent to parent and staff. TEA Priorities: Connect high school to career and college - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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







Goal 1: CLOSING THE GAPS

Strategic Priorities:

Expanding Educational Opportunities

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

Strategy 1 Details	Reviews			
<p>Strategy 1: An additional 60 minutes of instruction in math and/or literacy 5 times per week taught by the subject area interventionist or supplemental instructor. The interventionist/supplemental instructor will use the data to identify and target specific areas for instruction. Formative assessment will be ongoing and used to set individual goals for the students. Supplemental instruction will take place in: small groups, one on one (teacher to student), or use of language and literacy, and math software with planned assessments for progress monitoring.</p> <p>Strategy's Expected Result/Impact: To decrease the achievement gap between subgroups and to improve the overall learning environment for all students at Grissom. Small-group supplemental instruction should a) target the components of reading instruction in which the student needs additional support, b) be implemented four to five times each week for approximately 20 to 40 minutes each session.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Supplemental Intervention Instructors, hourly tutors</p> <p>Action Steps: Add additional academic hour of instruction in Math/RLA to the school master schedule. Provide intervention professional development (PD) during Professional Learning Communities (PLCs).</p> <p>TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - \$10,000, - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Implement intervention professional development where teachers will use data to form small instruction groups, set individual student goals, identify targeted skills, learn implementation of focus kits, and RLA/Math software. Strategy's Expected Result/Impact: Teachers will learn to use formative assessment data to form small instructional groups, develop individual student goals, identify targeted skills, utilization of focus kits, and use the RLA/Math software. Staff Responsible for Monitoring: Teachers, Interventionist, Campus Testing Coordinator (CTC), Formal Assessment Coordinator (FAC), School Administration. Action Steps: Develop professional development plan. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use curriculum resources with fidelity during the Intervention Power Hour such as the Houghton Mifflin tabletop lessons, Measuring Up!, and Focus Kits to increase student achievement. Strategy's Expected Result/Impact: Teachers will use curriculum to address targeting skills to meet individualized student learning goals to increase student achievement, and decrease learning gaps. Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Specialist, and school administration. Action Steps: Purchase the Houghton Mifflin Tabletop lessons, Measuring Up!, and Focus Kits resources. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: HMH - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials, Measuring Up & Focus Kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE By the end of the 2022-2023 school year, the daily attendance rate will increase from 91% to 98%

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

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

Evaluation Data Sources: Campus and district data reports

Strategy 1 Details		Reviews			
Strategy 1: Promote and reward excellent attendance, Create awareness about attendance, Encourage students to arrive to school prior to 9:30 ADA time, Post (100%) Attendance sign on the door. Strategy's Expected Result/Impact: Promote and reward excellent attendance, Create awareness about		Formative			Summative
		Nov	Jan	Mar	June

attendance, Encourage students to arrive to school prior to 9:30 ADA time, Post (100%) Attendance sign on the door.

Staff Responsible for Monitoring: Principal, PEIMS, Clerk, Attendance Committee, Wrap Around Specialists, Teachers, School Counselor

Action Steps: Attendance will be taken daily by 9:30 AM daily by the classroom teacher. Teacher will then make phone calls to students who were marked absent during teacher planning period and document on the attendance tracker located in TEAMS. Teachers will also keep a phone log in their data binder documenting those calls. Teachers will then bring their attendance concerns to PD weekly.

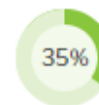
The attendance Task Force will then follow up with parents who could not be reached by the classroom teacher. The Attendance Task Force, administrators, and lea leadership team will monitor the attendance tracker located in Teams.

Grissom ES will participate in a school wide attendance incentive program called BINGO. Each day the entire class has perfect attendance, the class will place a X on the spot on the square. The BINGO game should take no longer than 2 weeks to achieve BINGO, especially in the beginning to get the momentum of the game.

Once BINGO is achieved, the class will earn an incentive. The class will then start over to attempt to earn BINGO in this manner throughout the school year. When the class reaches BINGO, the class is recognized in the announcements the following day. For the 1st BINGO, we will hype it up and give special prizes for the 1st class to achieve BINGO. Then once a month or bi monthly, the classroom who achieves BINGO gets a prize. This maybe a traveling trophy, lunch with the principal, and ice cream social, etc...

Morning announcements are a good place to remind adults and students alike of BINGO. This is a time to remind everyone of the importance of attendance.

- We will have perfect attendance ceremonies every 6 weeks
- Kiser Bucks will be given to students
- School Shout Outs



No Progress



Accomplished








Continue/Modify



Discontinue






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

Evaluation Data Sources: Campus and district data reports

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

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

Evaluation Data Sources: Campus Sign in and sign out sheets

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

Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE Grissom ES will develop and maintain authentic, staff student relationships to create respectful, caring, and culturally responsive learning environments in order to reduce the number of OSS by 10%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






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

Evaluation Data Sources: Improved student behavior leads to student achievement and independence. Data analysis, number of discipline referrals, number of OSS, Wrap Around and Counselor sign-in logs.

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






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

Evaluation Data Sources: Improved student behavior leads to student achievement and independence. Data analysis, number of discipline referrals, number of OSS, Wrap Around and Counselor sign-in logs.

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

Measurable Objective 3: 100% of classrooms will utilize CHAMPS/PBIS systems to promote positive behaviors by explicitly implementing expectations in a systematic manner. Teachers will introduce restorative practices.

Evaluation Data Sources: Canvas reports and observation/walkthrough feedback.

Strategy 1 Details	Reviews			
Strategy 1: Professional Development on Culture of Excellence Handbook, coaching and modeling by Campus Culture Specialist and feedback from administrators Strategy's Expected Result/Impact: Professional Development on Culture of Excellence Handbook, coaching and modeling by Campus Culture Specialist and feedback from administrators Staff Responsible for Monitoring: Administration, Counselor, Career Pathways Teacher Leaders and Wraparound Specialist Action Steps: Loss of additional privileges, continued with additional classroom supports, parent meeting with teacher, counselor, behavior coordinator, and principal. Student will then be placed in a counseling group (with parent permission).	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






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

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being






Measurable Objective 1: 100% of the school staff will implement campus safety plan with fidelity.

Evaluation Data Sources: Feedback and debrief after drills and safety walks will be provided to Safety Committee and SDMC to continuously improve school practice.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Fire, emergency and safety drills will be conducted monthly to survey students and staff. Strategy's Expected Result/Impact: Fire, emergency and safety drills will be conducted monthly to survey students and staff Staff Responsible for Monitoring: Fire, emergency and safety drills will be conducted monthly to survey students and staff Action Steps: SAFE SCHOOLS: Establish a safe school climate by leading with behavioral expectations, caring school climate programs, positive interventions and supports, and psychological and counseling services. Encourage students to take responsibility for their part in maintaining safe school environments, including student participation in safety planning.				
 No Progress  Accomplished  Continue/Modify  Discontinue				






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

Evaluation Data Sources: 100% compliance certificates submitted

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

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

Evaluation Data Sources: 100% compliance certificates submitted

Strategy 1 Details	Reviews			
Strategy 1: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases Strategy's Expected Result/Impact: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases Staff Responsible for Monitoring: Administrative Team Action Steps: 100% of staff will follow guidelines and and reporting protocols for suspected child abuse, wraparound and school counselor will work closely with student with suspected abuse and/or returning to from cases	Formative			Summative
	Nov	Jan	Mar	June
	 30%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

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


"







Strategic Priorities:

Transforming Academic Outreach

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

Evaluation Data Sources: Data Tracking sheets, Data analysis protocol and action planning, Campus/District snapshots, Renaissance progress monitoring, Formative assessments, STAAR assessments. TELPAS, BRR, Guided Reading, and Anecdotal notes.

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

Strategy 2 Details		Reviews			
Strategy 2: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Strategy's Expected Result/Impact: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, District TDS, School Leaders, Sped Chair, Sped Department, and Paraprofessionals. Action Steps: Students will participate in differentiated instruction, intensive small group instruction, after school and weekend tutorials. Incorporate instruction rotations in lessons. Data driven selection of skills and students will be conducted post assessments. Progress monitoring and adjustments will be made as indicated by the data. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Implementation of the 5E model for lesson delivery in conjunction with IEPs if applicable and other LEP. Etc. accommodations necessary. Access to Imagine Learning, FOCUS Skill kits and other math platforms teachers assign. Strategy's Expected Result/Impact: 60% of all elementary students receiving Special Education services will increase math levels by at least 1.0 grade level. Staff Responsible for Monitoring: Implementation of the 5E model for lesson delivery in conjunction with IEPs if applicable and other LEP. Etc. accommodations necessary. Access to Imagine Learning, FOCUS Skill kits and other math platforms teachers assign. Action Steps: Utilize and implement Easy IEP for IEP goals to identify, assess, and improve all students growth by cognitive and academic levels by the end of the school year in June 2021. Select appropriate strategies from Goalbook to meet the needs of varied learning as indicated on benchmark data.		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Board Goal 5: N/A - Additional Campus Goals






Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. SMART Goal: 100% of student in special populations will show one year's growth as indicated on Ren360/TELPAS/STAAR/District EOY benchmarks according to grade level/sub-pop classification.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The number of students identified as Gifted and Talented will increase from 7% to 10%.

Evaluation Data Sources: GT Rosters and participation in GT Expo

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of campus opportunities for our GT students to be identified Strategy's Expected Result/Impact: Increase the number of campus opportunities for our GT students to be identified Staff Responsible for Monitoring: Teachers, Administration, GT Coordinator Action Steps: 100% of teaching staff will be GT certified in order to help identify and serve students labeled GT. GT monthly Genius hour will serve identified as well as students in the evaluation process to provide opportunities for exposure to GT projects and learning strategies.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Students Identified with special needs (SPED), Dyslexia and or 504 will show one year growth based on EOY assessments.

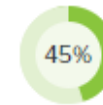
Evaluation Data Sources: Students taking and passing STAAR ,Data tracking Sheets

Strategy 1 Details	Reviews			
Strategy 1: Method of instruction for students receiving services, make sure 100% of Economically Disadvantage students participate in all STAAR assessments Strategy's Expected Result/Impact: Students Identified with special needs (SPED), Dyslexia and or 504 will	Formative			Summative
	Nov	Jan	Mar	June

show one year growth based on EOY assessments.

Staff Responsible for Monitoring: Special Education Department Chair, Dyslexia Coordinator, Teachers, Teacher Specialists, Campus Instructional Specialists, DDS, TDS, Principal

Action Steps: 100% of teacher staff will be trained, coached and provided feedback on implementation of IEP/504/Dyslexia accommodations and strategies to improve student outcomes. PLC will review expectations, address trends in observations/data and provide added PD for staff.



No Progress



Accomplished







Continue/Modify



Discontinue

Measurable Objective 3: All PK-5th teachers, including ancillary will implement the campus wide writing plan targeting TELPAS writing domain as well as other three domains: listening, speaking, and reading to increase TELAPS student growth by one composite level from 37% to 65% by Spring 2022.

Evaluation Data Sources: ELL - STAAR growth and or attendance TELPAS practice test growth

Strategy 1 Details	Reviews			
Strategy 1: Maintain strong ELL participation in STAAR 100% growth in TELPAS Strategy's Expected Result/Impact: All PK-5th teachers, including ancillary will implement the campus wide writing plan targeting TELPAS writing domain as well as other three domains: listening, speaking, and reading to increase TELAPS student growth by one composite level from 37% to 65% by Spring 2021. Staff Responsible for Monitoring: TELPAS Coordinator, Principal, Teacher Specialists, Teachers Action Steps: 100% of teachers will be trained, coached and provided feedback on implementation of Sheltered Instructional Strategies to improve language acquisition. PLC will review expectations, address trends in observations/data and provide added PD for staff.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals






Goal 6: PARENT and COMMUNITY ENGAGEMENT: Maintain strong ELL participation in STAAR 100% growth in TELPAS

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To increase parent engagement by 10%.






Evaluation Data Sources: Needs assessment survey (BOY)

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

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

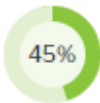




Evaluation Data Sources: Flyers, social media posts, business cards, community nights, sign-in sheets

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

Staff Responsible for Monitoring: WRS, Leadership Team Action Steps: WRS will communicate with staff and teachers to determine the concerns they have with students and how it affects their mental health. Faculty, staff and leadership will be able to submit to the WRS a SAF (student assistance form) with the needs specified. From there, WRS will follow up with the SAF, perform interventions with student's necessary and connect with service providers in the community.				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Evaluation Data Sources: Family & Community Engagement events

Strategy 1 Details	Reviews			
Strategy 1: WRS will collaborate with FACE and PTA/PTO to encourage parents to be involved with the school Strategy's Expected Result/Impact: To increase FACE events by 10% to build a rapport between parents, school staff and the community. Staff Responsible for Monitoring: WRS, Leadership Team, Teachers Action Steps: WRS will partner with the FACE and PTO/PTA committees and the leadership team to plan more family and community engaging events. The WRS will work to understand the dynamics of our diverse families and their needs to develop events that can be attended by a large percentage of families. WRS will work to build cultural awareness and incorporate our unique characteristics in all events.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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, 2023.

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

Estimated number of students to be screened:

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






Strategy 1 Details	Reviews			
Strategy 1: School nurse will review all immunization records and contact parents to updated records prior to the immunization deadline. Strategy's Expected Result/Impact: Immunization monitoring, data entry, and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Staff Responsible for Monitoring: School Nurse, School Administration Action Steps: - Develop immunization monitoring record plan of action. - Identify students that do not have updated records and contact parents two weeks prior to the district immunization monitoring deadline. - Provide updates to school admin to monitor next steps.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2023.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

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






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

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2023

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

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






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

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2023.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

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






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

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

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

Estimated number of students to be screened:






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

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

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.






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

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

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

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

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

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

Board Goal 5: N/A - Additional Campus Goals






Goal 8: COORDINATED HEALTH PROGRAM (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

Measurable Objective 1: Students will show an increase in knowledge of health education, physical strength, and obesity prevention awareness.






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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET SMART Goal: 80% of students in Grade K-5 will meet grade level expectations in Science as indicated on the HISD EOY Science Assessment and STAAR.






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

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

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

Measurable Objective 2: 90% of 5th grade students will reach grade level expectations as measured by STAAR

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






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

Board Goal 5: N/A - Additional Campus Goals

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

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

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

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

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

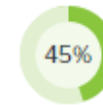
Evaluation Data Sources: District benchmarks, MOY and Progress Monitoring reports for Ren 360, Intervention artifacts and anecdotal notes

Strategy 1 Details	Reviews			
Strategy 1: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Strategy's Expected Result/Impact: Preservice PD, PLC, and faculty meetings will be used for training. PLC	Formative			Summative
	Nov	Jan	Mar	June

will be used for At-Bats, feedback and collaboration of interventions.

Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison, DDI

Action Steps: Teachers will implement daily tiered interventions using research based resources to close gaps for Tier 2 and 3 students as identified from data and reviewing the TEKS that were not explicitly taught during the COVID-19 closure from the previous year's grade level. Upon completion of Ren360 assessments and/or district benchmarks, the skills, TEKS and instructional strategies used for intervention will be adjusted to meet individual student needs.



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Strategy 1 Details

Strategy 1: Effective planning and delivery of teaching reading foundational skills and language (i.e. print concepts, phonological awareness, phonics & word recognition).

Strategy's Expected Result/Impact: Effective planning and delivery of teaching reading foundational skills and language (i.e. print concepts, phonological awareness, phonics & word recognition).

Staff Responsible for Monitoring: Primary teachers, Administration, Literacy Specialist CPTL, DDI

Action Steps: Teachers will implement daily Literacy by 3 best practices to ensure a solid literacy foundation is built on the fundamentals of reading.

Reviews

Formative

Summative

Nov

Jan

Mar

June



No Progress



Accomplished



Continue/Modify








Discontinue

Board Goal 5: N/A - Additional Campus Goals

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






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

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

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






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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Strategy's Expected Result/Impact: Preservice PD, PLC, and faculty meetings will be used for training. PLC will be used for At-Bats, feedback and collaboration of interventions. Staff Responsible for Monitoring: Teachers, Administration, Data Specialist, TDS, IAT Liaison Action Steps: Teachers will implement daily tiered interventions using research based resources to close gaps for Tier 2 and 3 students as identified from data and reviewing the TEKS that were not explicitly taught during the COVID-19 closure from the previous year's grade level. Upon completion of Ren360 assessments and/or district benchmarks, the skills, TEKS and instructional strategies used for intervention will be adjusted to meet individual student needs.	 40%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Engage in daily numeracy routines to help students make sense of numbers and numerical relationships while supporting reasoning and explaining thinking of problem-solving processes. Strategy's Expected Result/Impact: Engage in daily numeracy routines to help students make sense of numbers and numerical relationships while supporting reasoning and explaining thinking of problem-solving processes. Staff Responsible for Monitoring: PK-2 teachers, Administration, TDS, IAT liaison, DDI and CPTL Action Steps: Teachers will implement 5E method for math instruction daily, provide opportunities for daily problem solving, model/practice number fluency and mastery of basic math facts. Small group instruction will address deficits from whole group lessons and/or trends indicated by data. Process will be reviewed and adjust after benchmarks to ensure individual student learning goals are met.	 20%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for 262 Grissom Elementary School

Total SCE Funds: \$128,199.20

Total FTEs Funded by SCE: 3.25

Brief Description of SCE Services and/or Programs

The funds are being utilized at Grissom elementary to purchase consumables for students who are tier 2 and tier 3 levels. The resources will be used for small group instruction. Salary wages are utilized for interventions and tutorials.

Personnel for 262 Grissom Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jimerson, Destini Mariah	Lecturer, Hrly - Degreed	0.25
Makoge, Godfrey N	Tchr, Multi-Grade	1
Sanchez, Rebeca	Tchr, Bilingual	1
Smith Tidwell, Kenyetta Demetr	Teaching Assistant-10M	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Donna Roy	Teacher, ClassSizeRed, General	Title 1	100%
Erica Brown	Teacher class size Red, General	title 1	100
Maribel Montoya	Parent Engagement	title 1	100

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Kimberly Kiser	Principal
Classroom Teacher	Gazelle Robinson	Classroom Teacher
Classroom Teacher	Donja Wilson	Classroom Teacher
Classroom Teacher	Armida Gamboa	Classroom Teacher
Classroom Teacher	Pamela Moore	Classroom Teacher
Administrator	Viviana Alfaro	Non-Instructional Employee
Parent	Kristina Trimmer	Parent
Parent	Zulema Zarate	Classroom Teacher
Business Representative	Joseph Johnson	Parent

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1		6100 - Payroll	\$10,000.00
Sub-Total						\$10,000.00
1991010004 - General Fund - State Comp Ed						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1		6100 - Payroll	\$10,000.00
Sub-Total						\$10,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	3	HMH	6300 - Supplies and Materials	\$0.00
4	1	1	3	Measuring Up & Focus Kits	6300 - Supplies and Materials	\$0.00
Sub-Total						\$0.00