

Houston Independent School District

258 Whittier Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



Mission Statement

Whittier Elementary School's mission is to provide academic excellence and a safe and nurturing learning environment that develops critical thinkers, independent learners, and responsible citizens who are college and career ready.

Vision

The vision of Whittier Elementary is to provide a safe and equitable learning environment which enables students to be responsible decision makers, skilled communicators, leaders, critical thinkers, adaptable and productive, and college-ready learners.

Core Beliefs

Safety

Respect

High Expectations

Student-Focused

Culture of Learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Whittier Elementary is located on the East Side of Houston bordering Galena Park ISD. The community is predominantly Hispanic and historically generations of families have attended Whittier. Whittier has consistently met state standard over the years. The most recent state accountability for the 2021-2022 school year, reflects targets being met in domains 2 & 3. Domain scores are as follows: Domain 1: Student Achievement 60 (D); Domain 2: School Progress 96 (A); Domain 3: Closing the Gaps 76 (C). The overall score for Whittier Elementary is a rating of A.

The Whittier Elementary teaching staff consist of 48% Hispanic teachers, 30% African American, and 26% White. Of these teachers, 85% are female and 19% are male. The school serves a student population of approximately 360 students in grades Pre-K through 5th grade. The student population is 94% Hispanic, 2% African American, 2% Asian and 2% White. Special populations for Whittier consist of 47% English Language Learners and 10% Special Education, 2% Gifted & Talented, and 3% Dyslexia. Currently, 98% of Whittier students are economically disadvantaged.

Demographics Strengths

Campus leadership continues to build teacher capacity through roles such as: Career Pathways, Grade Level Chairs, Content Area Leads, and Committee Liaisons.

Relationships and Partnerships

Being a neighborhood school, enables the campus to build long-lasting personal relationships with families and surrounding community partners. Since Whittier is located in Jacinto City, strong partnerships have been established with the police department, fire department, and city council members.

- University of Houston- ACES Tutoring Program
- Loving Houston

Social and Emotional Support

Whittier is fortunate to have a full-time Counselor and a Wraparound Specialist. Both work closely together to bring academic and nonacademic resources to students and families. Partnerships established because of this work include:

- Brighter Bites
- The Faulk Foundation
- Christian Community Service Center
- The Food Bank
- YMCA

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Lack of student social and emotional connection and commitment to school. **Root Cause:** During the 2019-2020 school year, 75% of students attended classes virtually.

Problem of Practice 2: High absentee rate among teachers and staff. **Root Cause:** Implementation of COVID-19 safety guidelines, as well as unfortunate and uncontrollable incidents.

Problem of Practice 3: High absentee rate among students. **Root Cause:** Implementation of COVID-19 safety guidelines.

Student Learning

Student Learning Summary

READING

Pre-Kindergarten

Literacy Circle Assessment data reflects significant student progress throughout the year for both English and Spanish classes, but additional student support is needed with the following skills:

- Letter Names
- Letter Sounds
- Onset Rime

Kindergarten-2nd Grade

Data trends from High Frequency Word Evaluation (HFWE), Renaissance 360, and Benchmark Running Records (BRR) reveal discrepancies among tests. While HFWEs for 1st and 2nd grade show gradual increases throughout the year, there is a need to increase the number of students passing the first administration. BRR data reveals a large discrepancy when compared to Renaissance 360 results. Based on assessment data and qualitative data from teachers, additional support is needed with effective implementation of BRRs.

The Instructional Tiering Report from the Interventions Office and Renaissance 360 Instructional Planning Report have assisted us with identifying the following foundational focus areas:

- Phonemic Awareness
- Decoding
- Basic Phonics
- Advanced Phonics
- Fluency

3rd-5th Grade

By comparing STAAR and Renaissance 360 results, we can concur there is a strong alignment between both assessments. Renaissance 360 is an accurate indicator of student achievement on STAAR. With approximately 61% of students reading below grade level, we will utilize Star Record Book and Instructional Planning Reports along with the Instructional Tiering Report from the Interventions Office to determine strategic intervention groupings. Foundational focus areas (based on Renaissance 360):

- Phonemic Awareness
- Decoding
- Phonics

MATH

Pre-Kindergarten

Math proved to be a strength for the team coming in 20 percentage points over literacy. Areas for continued development are:

- Number Naming
- Rote Counting

1st-2nd Grade

Trends for 2nd grade math reflect a significant increase in students performing at/above grade level. The percentage of students performing at Tier I increased by 32%.

Data indicates a 3% increase in 1st grade math.

Areas of focus for both 1st and 2nd grades:

- Number Fluency
- Numbers & Operations
- Counting & Cardinal Numbers
- Comprehension of Word Problems
- Fractions

3rd-5th Grade

Larger gaps were evident in math when compared to ELA data. Particular attention will be placed on the Meets Performance Level across all STAAR Math grades. Immediate areas of focus:

- Number Fluency
- Computations and Algebraic Relationships

Science

Science results for 5th grade resulted in decreases at each performance level. To increase the percentage of students at the Meets Performance Level and above Curriculum Implementation Coach will work with the teacher to plan and develop a cohesive and strategically aligned science block with a focus on the 5E lesson cycle.

See Addendum for STAAR Summary Data and Historical Data.

Student Learning Strengths

Student learning strengths for Whittier Elementary consist of:

- 4th grade STAAR reading results showed increases across performance levels when compared to the pre-pandemic year.
- 4th grade STAAR math Meets and Masters Performance Levels were maintained when compared to data from prior years.
- 5th grade STAAR reading results indicates increased performance at the Meets and Masters Performance Levels compare to the pre-pandemic year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Teachers' inability to differentiate instruction based on the individual needs of students. **Root Cause:** Lack of professional development opportunities related to differentiation to build teacher capacity in this area.

Problem of Practice 2: Instruction lack sufficient opportunities for student discourse and meaningful engagement during the lessons. **Root Cause:** Teachers feel that allowing students to talk and engage in collaborative activities would cause them to lose control of classroom management.

Problem of Practice 3: Teachers need to implement high yield Tier I instruction. **Root Cause:** Teachers need more opportunities for content planning sessions to collaboratively create intentional and effective Tier I lessons.

School Processes & Programs

School Processes & Programs Summary

The faculty and staff at Whittier Elementary strive to develop the whole child. To support accomplishing this goal, the following programs exist on campus: Full-time counselor, Wrap Around Services, Brighter Bites, Sheltered Instruction, CHAMPS, and After school to Achieve Program. The school curriculum content is aligned with Houston ISD and the state standards. Teachers are provided with ongoing professional development in facilitating a variety of instructional strategies and methods to meet the different learning styles and academic abilities of students. These programs are aligned with our campus vision, mission, goals and values. It is of utmost importance that we maintain a safe learning environment for our students, faculty and staff each day. Teachers provide all students with small group instruction and campus-wide interventions is embedded in the daily schedule for targeted grade levels. In addition, the campus has a partnership with the University of Houston's Bilingual Tutoring Program, ACES, and the district's iEDUCATE. Tutors from both programs will assist in our effort to provide the necessary interventions to students. Whittier has a computer lab with devices used to access programs such as Imagine Literacy, Imagine Math, AMIRA, K-12 Summit, Zearn, My ON, and assignments that teachers upload to Canvas. In addition, the campus as a partnership with CompuDot, which supports students with digital learning after school. Our campus has lead teachers on each grade level to support the student improvement process. These teachers will participate in calibrated walks, facilitate PLCs, and collaborate with the administrative team to ensure that each grade level has the proper support and resources to meet the campus expectations and student learning goals. Based on campus data, professional development opportunities have been planned for targeted areas of need and other training areas are scheduled as needed, based on teacher requests and administrative observations.

School Processes & Programs Strengths

- Teachers have an a growth-mindset and are willing to learn in order to improve student outcomes.
- Whittier has a staff that has become very knowledge in how to embed instructional technology into lessons.
- Families are provided support through Counselor and Wraparound Services.
- Whittier continues to educate the whole child by providing students with fine arts, SEL support, and activities such as soccer, cheer leading, and gardening.
- With the support of the campus Wrap Around Specialist, there has been a 50% increase in Community Partnerships.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Lack of consistency in structures and systems in classrooms across grade levels. **Root Cause:** Inconsistent implementation of schoolwide systems and practices.

Problem of Practice 2: Teachers have not internalized best practices for newly implemented content programs. **Root Cause:** Historically, Whittier has not received district support to help teachers effectively implement new instructional program adoptions.

Perceptions

Perceptions Summary

All teachers have designated times for SEL morning circles. They communicate with students to support their emotional well-being and to provide them with a purpose for learning, self-confidence, and a sense of belonging. The campus Counselor and Wrap Around Services coordinator work together to reach out to community businesses, organizations, and other supports to partner with Whittier in supporting student achievement.

Parents have also provided feedback on the need for more consistent communication from teachers and from campus administration. To support and improve parent communication, teachers utilize Class Dojo, classroom newsletters, in addition to campus-wide principal call outs, informational flyers and paper correspondence. Each method is sent in English and Spanish to ensure that all parents are informed. Parents are provided data and information regarding their child's learning standards and expectations at the beginning of the school year. This information is also reiterated throughout year. Parents are provided with ongoing data on student progress and provided with ways that they can support students at home.

Students continue to be excited about coming to school and parents are eager to participate in their child's education. As a campus, Whittier has increased opportunities for parents to engage face to face in their child's educational process. Whittier will also establish a PTO to further support parent engagement initiatives.

Students are being celebrated for attendance and academic growth and achievement. This initiative helps promote an encouraging, motivating and positive campus culture of students who want to work hard to achieve.

Whittier Elementary is located in Jacinto City which has facilitated strong partnerships and relationships with city departments such as the police department, fire department, mayor, and city council members. Jacinto City has been a strong supporter of Whittier Elementary over the course of many years.

Perceptions Strengths

- Strong partnerships between campus counselor and Wraparound Specialist which facilitates meeting the academic and non-academic needs of all students.
- Parents willingness to be partners with teachers
- Community partnerships to support campus initiatives

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parents feel there is a lack of communication from teachers regarding academic and behavior concerns of their children. **Root Cause:** Teachers lack the necessary confidence to communicate effectively with parents and making them their educational partners.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase to 49% and by 5% in Masters.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: Increase Grade 3-5 Meets or above on the reading assessment from 39% to 49% in all student groups by May 2023.

Evaluation Data Sources: Common Assessments, TEA Interim Assessments, Ren360, Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: School office collaborative planning sessions for teachers in grades 3-5. Strategy's Expected Result/Impact: Teachers will effectively and consistently plan and execute targeted Tier I instruction in order to increase achievement at the Meets and Masters Performance Levels on STAAR. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Action Steps: 1. Continue to analyze data 2. Use data to plan targeted professional development. 3. Observe teachers using the T-Tess rubric and Get Better Faster Scope and Sequence. 4. Provide feedback using the See it, Name it, Do it protocol. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: Curriculum Implementation Coach will provide individualized side-by-side coaching to teachers in grades 3-5. Strategy's Expected Result/Impact: Teachers will effectively and consistently plan and execute targeted Tier I instruction in order to increase achievement at the Meets and Masters Performance Levels on STAAR. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Mr. Rolon, Curriculum Implementation Coach Action Steps: 1. Curriculum Implementation Coach will conduct side-by-side coaching with teachers. 2. Curriculum Implementation Coach will provide opportunities for teachers to practice. 3. Feedback will be provided to teachers by the Coach. 4. Coach and administrative team will meet to discuss areas of focus. 5. Appraisers will monitor progress using the T-Tess rubric and Get Better Faster Scope and Sequence. 6. Provide feedback using the See it, Name it, Do it protocol. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Tutoring partnerships with the University of Houston ACES, Yancy Tutors, and iEducate will provide teachers with in-class student support. Strategy's Expected Result/Impact: Students will receive targeted learning support during mini lesson and small group instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Partners Action Steps: 1. Meet with partners to identify program requirements. 2. Analyze data to determine where the greatest impact can be made. 3. Devise a schedule for tutor support. 4. On-boarding session at Whittier ES for tutors. 5. Biweekly check-ins with tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Ensure teachers in 3rd grade complete all requirements of the Science of Teaching Reading coursework (HB3). Strategy's Expected Result/Impact: Teachers will be equipped with the skill set to teach reading using research based instructional strategies. Staff Responsible for Monitoring: Yamel Melchor, Principal 3rd Grade Teachers Reading Academy Coaches Action Steps: 1. Teachers will participate in pre-service training. 2. Monitor teacher progress using monthly reports from Reading Academy Coaches. 3. Implement incentives for teachers which are on target with course completion. 4. Observe for evidence of the Science of Teaching Reading during instruction. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 80% of students in 1st and 2nd grade will pass their High Frequency Word Evaluation on the first administration.

Evaluation Data Sources: High Frequency Word Evaluation reports from OnTrack.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will devise a plan and timeline for students to learn their High Frequency Words. Strategy's Expected Result/Impact: Ensure 80% of students at each grade level pass the first administration of High Frequency Words. Staff Responsible for Monitoring: 1st grade teachers 2nd grade teachers Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Action Steps: 1. Teachers create a plan with action steps and timelines. 2. Teachers will share plan with administrators. 3. Teachers and administrators will monitor implementation and adjust as necessary. Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Tutoring partnerships with the University of Houston ACES, Yancy Tutors, and iEducate will provide teachers with in-class student support. Strategy's Expected Result/Impact: Students will receive targeted learning support during small group instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Tutors Partners Action Steps: 1. Meet with partners to identify program requirements. 2. Analyze data to determine where the greatest impact can be made. 3. Devise a schedule for tutor support. 4. On-boarding session at Whittier ES for tutors. 5. Biweekly check-ins with tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Ancillary teachers will provide instructional support to students during designated times in the regular school day. Strategy's Expected Result/Impact: Ensure 80% of students at each grade level pass the first administration of High Frequency Words. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Ancillary Teachers Action Steps: 1. Analyze data to determine where the greatest impact can be made. 2. Devise a schedule for support. 3. Biweekly check-ins will be held in order to discuss data. 4. A collaborative effort will be made to monitor and adjust the plan as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 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: MATH The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase to 49% by spring of 2023 and to 54% by spring 2024.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Students in grade 3 will build strong numeracy foundation in order to Increase Meets or above Performance Level on STAAR by May 2023.

Evaluation Data Sources: Eureka Mid-Module Assessments

Eureka End of Module Assessments





Zearn reports

TEA Interim Assessments

Renaissance 360

Strategy 1 Details		Reviews			
Strategy 1: Teachers will build their capacity for facilitating effective Tier I instruction for Eureka math. Strategy's Expected Result/Impact: Students will improve their overall math skills as teachers build their capacity with the Eureka curriculum. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Curriculum Implementation Coach Action Steps: 1. Teachers will attend pre-service trainings. 2. Curriculum Implementation Coach will lead exemplar lesson for teachers. 3. PLC sessions will be utilized to execute "at-bats." 4. Teachers, administrators, and coach will provide feedback. 5. Appraisers and coach will observe implementation. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will work collaboratively to build effective lesson plans. Strategy's Expected Result/Impact: Increase teacher capacity while increasing the effectiveness of Tier I instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Curriculum Implementation Coach Action Steps: 1. Teachers will work in collaboration with colleagues and Curriculum Implementation Coach. 2. Teachers will create a lesson plan template and identify the essential components. 3. Teachers will consistently attend Eureka Math professional development sessions throughout the year. 4. Leadership and coaches will monitor lesson plans and observe lesson delivery. 5. Observe teachers using the T-Tess rubric and Get Better Faster Scope and Sequence. 6. Provide feedback using the See it, Name it, Do it protocol. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Curriculum Implementation Coach will provide individualized side-by-side coaching to 3rd grade math teachers. Strategy's Expected Result/Impact: Increase teacher capacity while increasing the effectiveness of Tier I instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Curriculum Implementation Coach Action Steps: 1. Identify individual teacher needs and prioritize areas of growth. 2. Allow teachers to observe math coach model lesson components. 3. Give teachers the time to practice observed lesson components while coach is present. 4. Coach will observe and provide on-spot feedback to teachers. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will participate in digital math intervention activities utilizing the Zearn platform.</p> <p>Strategy's Expected Result/Impact: Provide targeted math intervention in order to increase the percentage of students performing at Meets and Masters Level on STAAR.</p> <p>Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Curriculum Implementation Coach</p> <p>Action Steps: 1. Teachers will attend pre-service orientation. 2. Teachers will teach students how to navigate the platform, and how to utilize Zearn practice book. 3. Teachers will track student missions completed. 4. An incentive system will be created by teachers to encourage student participation.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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: Increase Domain 1 achievement in all the students categories and all subjects on the 2023 state accountability system by a minimum of 18%.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of math teachers will use high quality instructional materials, as it pertains to Eureka.

Evaluation Data Sources: Eureka Mid-Module Assessments

Eureka End of Module Assessments





Zearn reports

TEA Interim Assessments

Renaissance 360

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in math "at-bat" sessions to internalize lesson delivery. Strategy's Expected Result/Impact: Teachers will increase the effectiveness Tier I instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Curriculum Implementation Coach Action Steps: 1. Teachers will attend pre-service trainings. 2. Curriculum Implementation Coach will lead exemplar lesson for teachers. 3. PLC sessions will be utilized to execute "at-bats." 4. Teachers, administrators, and coach will provide feedback. 5. Appraisers and coach will observe implementation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 100% of math teachers will implement the Zearn platform for individualized student support. Strategy's Expected Result/Impact: Students will receive individualized support based on their needs, therefore increasing student achievement. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Action Steps: 1. Teachers will attend pre-service orientation. 2. Teachers will teach students how to navigate the platform, and how to utilize Zearn practice book. 3. Teachers will track student missions completed. 4. An incentive system will be created by teachers to encourage student participation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Tutoring partnerships with the University of Houston ACES, Yancy Tutors, and iEducate will provide teachers with in-class student support. Strategy's Expected Result/Impact: Students will receive targeted learning support in order to increase the percentage of students achieving the Meets and Masters Performance Level on STAAR. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Tiffany Gay, Teacher Specialist Classroom Teachers Tutors Action Steps: 1. Meet with partners to identify program requirements. 2. Analyze data to determine where the greatest impact can be made. 3. Devise a schedule for tutor support. 4. On-boarding session at Whittier ES for tutors. 5. Biweekly check-ins with tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in Advancement Via Individual Determination (AVID) Framework. Strategy's Expected Result/Impact: Students will learn systemic processes which lead to success beyond K-12 schooling. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Melissa Trevino, Counselor Tiffany Gay, Teacher Specialist Classroom Teachers Action Steps: 1. Attend pre-service training. 2. Select site-based coordinator. 3. Select site-based team 4. Site-based coordinator will develop an action plan for implementation 5. Site-based team will track plan effectiveness Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Goal 1: The percentage of students receiving special education services in grades 3-5 will increase from 26 % to 31 % for Meets Level Performance in reading by May 2023, as measured by STAAR assessments.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Reading levels for students receiving special education services will show consistent improvement from the BOY to the EOY.

Evaluation Data Sources: Classroom Observations

Leadership team will monitor implementation

TEA Interim Reports





OnTrack Data

Ren360 (BOY-MOY-EOY)

Benchmark Running Records-Progress Monitoring

Strategy 1 Details		Reviews			
Strategy 1: Implementation of Content Based language Instruction) strategies (CBLI) in conjunction with IEP goals for reading. Strategy's Expected Result/Impact: Increase teacher capacity around Tier I instruction utilizing CBLI to support the learning and mastery of objectives for students receiving special education services. Staff Responsible for Monitoring: Classroom Teachers Special Education, Resource Teacher Tiffany Gay, Sheltered Instruction Coach Yamel Melchor, Principal Kimberly Daniels, Asst. Principal Curriculum Instruction Coach Action Steps: 1. Provide targeted professional development around (CBLI) 2. PLCs facilitated by Sheltered Instruction Coach 3. Provide opportunities for teachers to participate in at-bats to practice strategy implementation 4. Implement campus-wide targeted CBLI each month 5. Observe classroom to provide feedback on strategy implementation 6. Analyze student data for growth and improvement Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: ACE tutors will support students receiving special education services in reading during scheduled intervention sessions.</p> <p>Strategy's Expected Result/Impact: Students will grow academically as they become acclimated with utilizing strategies from the Content Based Language Instruction to help support their ability to engage, participate, and apply the learning.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Education, Resource Teacher ACE tutors Yamel Melchor, Principal Kimberly Daniels, Asst. Principal Tiffany Gay, Teacher Specialist (CBIS Coach) Curriculum Instruction Coach</p> <p>Action Steps: 1. CBLI coach will facilitate PLCs around implementation of monthly strategies. 2. Teachers will participate in at-bats to internalize the effectiveness of the strategies 3. Teachers, administrators, & coach will provide feedback 4. Appraisers and coach will observe classroom implementation and provide feedback 5. Progress Monitoring- Running Records</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading teachers will provide guided reading, small group support, or utilize AMIRA interventions at least 4 times weekly for students receiving special education services.</p> <p>Strategy's Expected Result/Impact: Students' reading levels will show a consistent progression of improvement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Yamel Melchor, Principal Kimberly Daniels, Asst. Principal Tiffany Gay, Teacher Specialist (CBIS Coach) Curriculum Instruction Coach</p> <p>Action Steps: 1. Teachers will participate in PLCs focused on guided reading implementation 2. Teachers will implement guided reading and maintain accurate data binders 3. Students will consistently work with teachers in small groups or engage in the AMIRA platform for reading intervention support 4. Bi-weekly Progress Monitoring- Benchmark Running Records 5. Observation and feedback from Curriculum Instruction Coach and administrative team 6. AMIRA reports will be analyzed weekly to identify trends 6. Data will be analyzed to make necessary instructional changes as needed</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: Increase daily student attendance to 98% as measured by HISD Connect attendance reports.

Evaluation Data Sources: HISD Connect reports
Classroom Rosters

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement an incentive plan for students with 100% perfect attendance every 6 weeks. Strategy's Expected Result/Impact: Increase daily student attendance to 98%. Staff Responsible for Monitoring: Melissa Trevino, Counselor Attendance Committee Action Steps: 1. Attendance committee will meet to establish a plan. 2. Committee will present plan to faculty and staff. 3. Committee members will connect with local partners to support incentives. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase the variety of after school programming options. Strategy's Expected Result/Impact: A variety of after school activities will provide students with more motivation to be at school, therefore increase attendance. Staff Responsible for Monitoring: Dominique Guerra, Wraparound Specialist Attendance Committee Action Steps: 1. Develop a schedule of after school activities through After School to Achieve. 2. Reach out to providers such as the Girl Scouts, CompuDot, and Urban Harvest Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase parent involvement opportunities throughout the year. Strategy's Expected Result/Impact: Increase daily student attendance by keeping students informed. Staff Responsible for Monitoring: Yamel Melchor, Principal Attendance Committee Sonia Gonzalez, Parent Engagement Representative Action Steps: 1. Establish a calendar for Coffee with Principal Meetings 2. Content committees will establish family night opportunities. 3. Partner with Family and Community Engagement to start a PTO/PTA. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: The percentage of students needing disciplinary action will be less than 1% for the 2022-2023 school year.

Evaluation Data Sources: HISD Connect reports
Discipline referrals
SAF Reports

Strategy 1 Details	Reviews			
Strategy 1: A school-wide token economy system will be established. Strategy's Expected Result/Impact: Increase positive student behaviors, while decreasing unwanted behaviors. Staff Responsible for Monitoring: Melissa Trevino, Counselor Dominique Guerra, Wraparound Specialist Action Steps: 1. Develop a plan for implementation. 2. Create Whittier Bucks. 3. Buy merchandise for school store. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with activities and ideas for restorative circles. Strategy's Expected Result/Impact: Increase the overall well-being of students as a means of off-setting potential unwanted behaviors. Staff Responsible for Monitoring: Melissa Trevino, Counselor Action Steps: 1. Counselor will email weekly activities to teachers. 2. Counselor will model activities at the request of teachers. 3. If the need arises for immediate assistance with a student, counselor will provide support. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Counselor will develop and implement classroom social emotional lessons. Strategy's Expected Result/Impact: Increase the percentage of positive behaviors. Staff Responsible for Monitoring: Melissa Trevino, Counselor Action Steps: 1. Counselor will develop a social emotional calendar with a different monthly focus. 2. Counselor will deliver lesson during class time or ancillary time. 3. Counselor will elicit student feedback using a survey. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: 100% of students will indicate they feel safe and have a nurturing environment at Whittier ES.

Evaluation Data Sources: Incident Reports
SAFs
Student surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide students with earning opportunities about what school safety, anti-bullying, and cyber safety. Strategy's Expected Result/Impact: Students will learn characteristics about what makes a safe and welcoming learning environment. Staff Responsible for Monitoring: Melissa Trevino, Counselor Dominique Guerra, Wraparound Specialist Action Steps: 1. Establish a calendar of programming dates from partners and vendors. 2. Create sign-in sheets for students. 3. Check for understanding from students. 4. Teach students how to advocate for themselves by using a SAF. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with Jacinto City Police Department for a presentation on drug awareness and anti-bullying. Strategy's Expected Result/Impact: Increase student awareness on impacts of drug abuse and bullying. Staff Responsible for Monitoring: Melissa Trevino, Counselor Dominique Guerra, Wraparound Specialist Action Steps: 1. Select an October date and time for presentation. 2. Follow-up the presentation with a check for understanding. 3. Students will create thank you notes the police department. 4. Ms. Trevino will deliver thank you notes. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: After school programming which will include Girls on the Run empowerment group. Strategy's Expected Result/Impact: Increase student confidence while strengthening emotional and physical health. Staff Responsible for Monitoring: Dominique Guerra, Wraparound Specialist Tracy Stangle, Sponsor Action Steps: 1. Review curriculum. 2. Identify meeting dates. 2. Plan weekly lessons. 3. Identify resources needed. 4. Provide evidence of learning. 5. Allow students to provide feedback. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: 100% of special education and general education teachers, and teacher assistants will understand how to implement IEP accommodations.

Evaluation Data Sources: Classroom walkthroughs and observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Hold consistent PLC meetings to address high yield practices and provide opportunities for "at-bats."</p> <p>Strategy's Expected Result/Impact: Faculty and staff will effectively provide instruction and academic support to special education students to increase student achievement across all contents.</p> <p>Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly, Daniels, Assistant Principal Marcia Straud, Special Education chairs Classroom Teachers</p> <p>Action Steps: 1. Determine a calendar of meeting dates to focus on special education needs. 2. Reach out to program specialist for support with IEP implementation. 3. Use data to plan targeted professional development. 4. Observe teachers using the T-Tess rubric and Get Better Faster Scope and Sequence. 5. Provide feedback using the See it, Name it, Do it protocol.</p> <p>Title I: 2.4, 2.5, 2.6</p>				

Strategy 2 Details		Reviews			
Strategy 2: Ancillary teachers and support staff will push into classroom to provide instructional support to resource students during designated times in the regular school day. Strategy's Expected Result/Impact: Students will receive consistent delivery of services in order to increase student achievement. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Ancillary Teachers Support Staff Action Steps: 1. Analyze student data by grade level. 2. Print IEPs for resource students 2. Devise a schedule for support. 3. A collaborative effort will be made to monitor and adjust the plan as needed. 4. Plan will be monitored using walkthrough and observation data. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 100% of special education and general education teachers, and teacher assistants will strengthen instructional practices through district professional development. Strategy's Expected Result/Impact: Increase instructional capacity of faculty and staff which will lead to increased achievement of students receiving special education services. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Support Staff Action Steps: 1. Identify staff strengths and weaknesses through survey. 2. Provide staff with list of district learning opportunities. 3. Encourage staff to sign up for trainings based on individual needs. 4. Staff will share learning with others through "at-bat." 5. Observe and monitor implementation of learned practices. Title I: 2.4, 2.5, 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Increase Grade 3-5 Meets or above on the reading assessment from 39% to 49% in all student groups by May 2023.

Evaluation Data Sources: Common Assessments

TEA Interim Assessments

Renaissance 360

TELPAS

K-12 Summit Reports

Imagine Literacy Reports

AMIRA Data Reports

Strategy 1 Details		Reviews			
Strategy 1: Implement the K-12 Summit platform to increase second language acquisition of Emergent Bilingual students. Strategy's Expected Result/Impact: Provide individualized student learning to increase reading achievement. Staff Responsible for Monitoring: Classroom Teachers Tiffany Gay, Teacher Specialist Action Steps: 1. Classroom teachers will create student rosters. 2. Teachers will develop a plan to incorporate K-12 Summit during workstations and intervention time. 3. Teachers will analyze student data and modify instruction as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with monthly professional development support from Multilingual Specialists. Strategy's Expected Result/Impact: Build teacher capacity and increase language acquisition. Staff Responsible for Monitoring: Classroom Teachers Tiffany Gay, Teacher Specialist Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Action Steps: 1. Provide initial professional development during pre-service. 2. Based on observations and walkthrough data, monthly learning opportunities will be provided. 3. Observe teachers using the T-Tess rubric and Get Better Faster Scope and Sequence. 5. Provide feedback using the See it, Name it, Do it protocol. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Tutoring partnerships with the University of Houston ACES, Yancy Tutors, and iEducate will provide teachers with in-class student support. Strategy's Expected Result/Impact: Students will receive targeted learning support during mini lesson and small group instruction. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Classroom Teachers Action Steps: 1. Meet with partners to identify program requirements. 2. Analyze data to determine where the greatest impact can be made. 3. Devise a schedule for tutor support. 4. On-boarding session at Whittier ES for tutors. 5. Biweekly check-ins with tutors. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: Increase parent attendance in school events by 10% by December 2022.

Evaluation Data Sources: Event sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Establish consistent monthly coffee with the principal sessions. Strategy's Expected Result/Impact: Increase parent engagement and partnerships. Staff Responsible for Monitoring: Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Sonia Gonzalez, Parent Engagement Representative Action Steps: 1. Develop a calendar with consistent meeting dates. 2. Survey parents to identify meeting topics or needs. 3. Invite guest speakers based on parent survey. 4. Incentives for parent participation. Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Family And Community Engagement support with the development of PTO/PTA. Strategy's Expected Result/Impact: Increase parent engagement as a means of increasing student achievement. Staff Responsible for Monitoring: Nilde Rosario, Secretary Sonia Gonzalez, Parent Engagement Representative Yamel Melchor, Principal Kimberly Daniels, Assistant Principal Action Steps: 1. Invite Family And Community Engagement representatives to Coffee with the Principal. 2. Family And Community Engagement representative will help in laying groundwork for PTO/PTA. 3. Identify parents to lead the different roles. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Creation of a Parent Liaison position through the Family And Community Engagement Department. Strategy's Expected Result/Impact: Support parents with identify district resources. Staff Responsible for Monitoring: Sonia Gonzalez, Parent Liaison Action Steps: 1. Attend district trainings. 2. Meet with Family And Community Engagement Representative to discuss expectations of the role. 3. Provide ongoing customer support to parents. Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:





Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The school nurse will complete 100% of all mandated screeners on or before the district deadlines.

Evaluation Data Sources: Data Entry

Referral Forms

State Completion Reports

Strategy 1 Details		Reviews			
Strategy 1: Create a year-long plan to complete student screenings. Strategy's Expected Result/Impact: Identify students who may need health or medical needs. Staff Responsible for Monitoring: Rene Bowling Action Steps: 1. Create and follow a calendar with screening dates. 2. Share calendar with faculty and staff. 3. Document screening information as mandated by HISD and TEA. 4. Share screening information with parents.		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: Increase the percentage of students and families participating nutrition education programs by 10%.

Evaluation Data Sources: Enrollment data

Parent surveys

Brighter Bites lesson reports.

Strategy 1 Details	Reviews			
Strategy 1: Promote Brighter Bites fresh fruit and vegetable program. Strategy's Expected Result/Impact: Increase program enrollment and promote healthy eating habits. Staff Responsible for Monitoring: Dominique Guerra, Wraparound Specialist Brighter Bites representative Yamel Melchor, Principal Action Steps: 1. Orientation to program and updates. 2. Identify distribution dates. 3. Promote the need for parent volunteers. 4. After each distribution, teachers will implement lesson and log it in Brighter Bites platform. 5. Monitor lesson completion. Title I: 2.6, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Participate in the fresh fruit and vegetable program through HISD Nutrition Services. Strategy's Expected Result/Impact: Promote healthy snack options among students. Staff Responsible for Monitoring: Yamel Melchor, Principal Pam Atkinson, Kitchen Manager Action Steps: 1. Identify staff to distribute fruits and vegetables. 2. Establish opportunities for Nutrition Services to deliver lessons to students.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 258 Whittier Elementary School

Total SCE Funds: \$14,726.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The State Compensatory Education funds are used to supplement and enhance the regular education program for our at-risk students. With these funds Whittier Elementary is able to: 1. pay teachers for student tutorials after school and on Saturdays 2. purchase additional supplemental instructional materials for interventions 3. purchase supplies to provide quality Tier I instruction These additional resources help provide the necessary interventions and academic support to students with low academic achievement. students are able to build their capacity in reading, math and science. so that they can improve their performance in class and on state & district assessments. The support and services from these programs will help prevent at risk students from dropping out of school.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Student Learning:

READING

Pre-Kindergarten

Literacy Circle Assessment data reflects significant student progress throughout the year for both English and Spanish classes, but additional student support is needed with the following skills:

- Letter Names
- Letter Sounds
- Onset Rime

Kindergarten-2nd Grade

Data trends from High Frequency Word Evaluation (HFWE), Renaissance 360, and Benchmark Running Records (BRR) reveal discrepancies among tests. While HFWEs for 1st and 2nd grade show gradual increases throughout the year, there is a need to increase the number of students passing the first administration. BRR data reveals a large discrepancy when compared to Renaissance 360 results. Based on assessment data and qualitative data from teachers, additional support is needed with effective implementation of BRRs.

The Instructional Tiering Report from the Interventions Office and Renaissance 360 Instructional Planning Report have assisted us with identifying the following foundational focus areas:

- Phonemic Awareness
- Decoding
- Basic Phonics
- Advanced Phonics
- Fluency

3rd-5th Grade

By comparing STAAR and Renaissance 360 results, we can concur there is a strong alignment between both assessments. Renaissance 360 is an accurate indicator of student achievement on STAAR. With approximately 61% of students reading below grade level, we will utilize Star Record Book and Instructional Planning Reports along with the Instructional Tiering Report from the Interventions Office to determine strategic intervention groupings. Foundational focus areas (based on Renaissance 360):

- Phonemic Awareness
- Decoding
- Phonics

MATH

Pre-Kindergarten

Math proved to be a strength for the team coming in 20 percentage points over literacy. Areas for continued development are:

- Number Naming
- Rote Counting

1st-2nd Grade

Trends for 2nd grade math reflect a significant increase in students performing at/above grade level. The percentage of students performing at Tier I increased by 32%.

Data indicates a 3% increase in 1st grade math.

Areas of focus for both 1st and 2nd grades:

- Number Fluency
- Numbers & Operations
- Counting & Cardinal Numbers
- Comprehension of Word Problems
- Fractions

3rd-5th Grade

Larger gaps were evident in math when compared to ELA data. Particular attention will be placed on the Meets Performance Level across all STAAR Math grades. Immediate areas of focus:

- Number Fluency
- Computations and Algebraic Relationships

Science

Science results for 5th grade resulted in decreases at each performance level. To increase the percentage of students at the Meets Performance Level and above Curriculum Implementation Coach will work with the teacher to plan and develop a cohesive and strategically aligned science block with a focus on the 5E lesson cycle.

School Programs:

To support accomplishing this goal, the following programs exist on campus: Full-time counselor, Wrap Around Services, Brighter Bites, Sheltered Instruction, CHAMPS, and After school to Achieve Program. The school curriculum content is aligned with Houston ISD and the state standards. Teachers are provided with ongoing professional development in facilitating a variety of instructional strategies and methods to meet the different learning styles and academic abilities of students. These programs are aligned with our campus vision, mission, goals and values. It is of utmost importance that we maintain a safe learning environment for our students, faculty and staff each day. Teachers provide all students with small group instruction and campus-wide interventions is embedded in the daily schedule for targeted grade levels. In addition, the campus has a partnership with the University of Houston's Bilingual Tutoring Program, ACES, and the district's iEDUCATE. Tutors from both programs will assist in our effort to provide the necessary interventions to students. Whittier has a computer lab with devices used to access programs such as Imagine Literacy, Imagine Math, AMIRA, K-12 Summit, Zearn, My ON, and assignments that teachers upload to Canvas. In addition, the campus as a partnership with CompuDot, which supports students with digital learning after school.

Parent Involvement:

Parents have also provided feedback on the need for more consistent communication from teachers and from campus administration. To support and improve parent communication, teachers utilize Class Dojo, classroom newsletters, in addition to campus-wide principal call outs, informational flyers and paper correspondence. Each method is sent in English and Spanish to ensure that all parents are informed. Parents are provided data and information regarding their child's learning standards and expectations at the beginning of the school year. This information is also reiterated throughout year. Parents are provided with ongoing data on student progress and provided with ways that they can support students at home. Students continue to be excited about coming to school and parents are eager to participate in their child's education. As a campus, Whittier has increased opportunities for parents to engage face to face in their child's educational process. Whittier will also establish a PTO to further support parent engagement initiatives.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The Schoolwide Improvement Plan (SIP) will be available to parents in an understandable format and language that all parents can understand. The policy will be made available to the local community and parents. The SIP will be regularly monitored and revised as needed to ensure that continuous student improvement remains the focus and best practices and strategies are implemented appropriately.

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

The Schoolwide Improvement Plan (SIP) will be available to parents in an understandable format and language that all parents can understand. The policy will be made available to the local community and parents. A copy of the SIP will be located in the school's main office.

2.4: Opportunities for all children to meet State standards

The following schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. These strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. Implementation of Really Great Reading literacy adoption
2. Implementation of Eureka Math adoption
3. Data Driven Dialogue through the implementation of OnTrack Platform
4. Implementation and follow-through with RTi/IAT processes
5. Targeted intervention for Tier II and Tier III students through the implementation of Zearn and Amira

2.5: Increased learning time and well-rounded education

An increased amount of time will be provided for Tier II and Tier II students for reading and math. Teachers will also be provided with additional support to address the learning needs and provide a well-round education to all students. The following strategies will support this initiative:

1. Curriculum Implementation Coach will provide individualized side-by-side coaching to teachers in grades 3-5
2. Tutoring partnerships with the University of Houston ACES, Yancy Tutors, and iEducate will provide teachers with in-class student support.
3. Ancillary teachers will provide instructional support to students during designated times in the regular school day.

2.6: Address needs of all students, particularly at-risk

The learning needs of all students will be addressed by providing additional, purposeful professional development to teachers and additional intervention support to students.

1. School office collaborative planning sessions for teachers in grades 3-5 for reading and math curriculum
2. 100% of special education and general education teachers, and teacher assistants will strengthen instructional practices through district professional development.
3. Reading teachers will provide guided reading, small group support, or utilize AMIRA interventions at least 4 times weekly for students receiving special education services.

4. Math teachers will implement Eureka math and utilize Zearn digital resources for intervention support.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

To ensure continuous improvement, the schoolwide improvement plan will be evaluated during the fall semester of each school year. The committee will analyze data from STAAR assessments and other performance reports to determine the effectiveness of the schoolwide programs that were implemented to increase overall student achievement, and meet the learning needs particularly for at-risk students. The SIP will be revised, as necessary, based on student needs.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Parents will jointly develop and be notified of the Parent and Family Engagement policy in an understandable and uniform format in a language that all parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The following activities will be implemented to increase Parent and Family Engagement activities.

- 1) Coffee with the principal
- 2) Coffee with the counselor
- 3) Consistent communication via callouts, Class Dojo, Facebook, and Twitter
- 4) Provide parent volunteer opportunities
- 5) Schoolwide Academic Nights

4.2: Offer flexible number of parent involvement meetings

Whittier Elementary will provide flexible numbers and times for parent involvement meetings. Meetings will be offered in the mornings, after school and Microsoft Teams recorded videos for all parents to have the opportunity to be informed. Parents will be notified of these meetings via callouts, Class Dojo, flyers, and grade level newsletters. The Family And Community Engagement (FACE) department will also support with the development of a PTO.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Students in grades PreK-5th grades will be served through Title I programming. Services focus on:

- Tier II and Tier III reading and math students
- Bridging the learning gap for students in 4th and 5th grade, based on STAAR reading and math assessments
- Economically disadvantaged students

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tiffany Gay	Teacher Specialist		1.0

Addendums

Data STAAR Reading

Grade	Test	Approaches	Meets	Masters
Grade 3	18-19 STAAR	71%	29%	14%
	20-21 STAAR	39%	9%	4%
	21-22 STAAR	58%	32%	9%
Grade 4	18-19 STAAR	63%	27%	10%
	20-21 STAAR	21%	0%	0%
	21-22 STAAR	68%	42%	18%
Grade 5	18-19 STAAR	80%	37%	13%
	20-21 STAAR	53%	27%	20%
	21-22 STAAR	60%	40%	18%

Data STAAR Math

Grade	Test	Approaches	Meets	Masters
Grade 3	18-19 STAAR	75%	31%	17%
	20-21 STAAR	24%	0%	0%
	21-22 STAAR	42%	12%	3%
Grade 4	18-19 STAAR	69%	39%	19%
	20-21 STAAR	6%	0%	0%
	21-22 STAAR	64%	39%	24%
Grade 5	18-19 STAAR	86%	54%	34%
	20-21 STAAR	47%	19%	13%
	21-22 STAAR	58%	25%	9%

Data STAAR Science

Subject	Test	Approaches	Meets	Masters
Science	18-19 STAAR	59%	32%	12%
	20-21 STAAR	35%	20%	15%
	21-22STAAR	51%	18%	9%

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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

SIP APPROVAL 2022-2023

School Name and Campus #: Whittier ES #258

Principal Name Yamel Melchor

School Office: Elementary Schools Office 3

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 10/6/2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.



Principal

9/30/2022
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9/30/2022
Date


SDMC Teacher Representative

9/30/2022
Date


School Support Officer/Lead Principal

9/30/22
Date


School Office Assistant Superintendent

9/30/22
Date

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

Date