

**Houston Independent School District**  
**185 Kashmere Gardens Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



# Mission Statement

Kashmere Gardens Elementary

Our Mission is to place an effective teacher in every classroom, engaging students in rigorous instruction, engaging our parents, and creating a positive learning environment , all students at Kashmere Gardens Elementary will be successful in high school and beyond.

# Value Statement

**Kashmere Gardens Elementary Value: Shine our Lights, Share our Love, and Shape the People by Operating in Excellence:**

- \* To increase the academic and social achievement of our students-Focus on the "Whole Child"
- \* To assist and get others to perform, grow, and achieve daily at a High Level
- \* To “Serve” Teachers, Students, Parents, Colleagues, and the Community
- \* To believe and know that the Students, Parents, Teachers, Colleagues, and the Community deserve nothing but our absolute “Best” everyday

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Kashmere Gardens Elementary School, a Title I campus, is located in the second poorest zip code (77026) in Houston. The campus is located in Northeast Houston, the heart of a historical African-American inner city neighborhood. In 2010, the Harris County Flood Control District began buying houses in the district to reduce the effects of potential floods, as this community is in a flood plain. The majority of our students live in low-income apartments, duplexes and single family homes that border the school. Kashmere Gardens is located between an industrial area and a rail corridor. In 2007, Kashmere Gardens was one of several Houston neighborhoods with a high concentration of ex-felons. The Kashmere community has increased activity of drugs, prostitution, and violence, which is the main reason why our students need a safe haven during and after school.

Kashmere Gardens serves 400+ students in grades pre-kindergarten through fifth grades. Our student population is comprised of 81.5% African American, 17.6% Hispanic, .7% Caucasian and 1% other. Ninety-eight-point six percent (98.6%) of the school population is considered economically disadvantaged. Kashmere Gardens provides English instruction in PK-5th grade and an ESL program for Kindergarten through fifth grade. The daily attendance rate is 92.2% and there is a 25% mobility rate. Nine percent (9%) of the population is served through the special education program, 9.7% English Learners, and 1.5% Gifted and Talented.

### Kashmere Gardens Elementary Faculty and Staff:

Prekindergarten - (1) PREK -3 Teachers and (2) PREK-4 Teachers

Kindergarten - 2 Teachers

First Grade- 3 Teachers

Second Grade - 2 Teachers

Third Grade- 2 Teachers

Fourth Grade- 2 Teachers

Fifth Grade - 3 Teachers

### Special Education Populations:

#### Special Education Chairperson-1 Teacher

PALS- 1 Classroom Teacher and 1 assistant

BSC- 1 Classroom Teacher and 1 assistant

**Magnet Fine Arts Staff- 4 Teachers and Magnet Coordinator -1**

Art, Dance, Media/Library services, Physical Education

Leadership Team Members- 4

Counselor- 1

Nurse- 1

Wraparound Support Specialist - 1

Instructional Technologist -1

Instructional Support Staff/Clerks/Admin.Assist.- 5

Math Interventionist (ESSER)-1

Reading Interventionist -1

Custodial Staff- 4

**Demographics Strengths**

The Kashmere Gardens Elementary parents, students, faculty and staff, community members and business partners are Kashemere Gardens Elementary's stakeholders. We have a caring and nurturing staff that is highly qualified to meet the academic , non academic and social needs of our students. Our community partners are supportive with their presence, engagement , committee participation and assists financially as needed as well. Our parents collaborate with the teachers to ensure that all students needs are met based on individual situations. We continue to strive to move forward while working "Togther" to meet the needs of the "Whole Child".

**Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1:** There has been a significant loss of student enrollment with our students in Prekindergarten through fifth grade this 2022-2023 school year. **Root Cause:** We have reached out to our parents and they have informed us that they have moved out of the area due to cheaper housing accessibility and better job opportunities in other areas of Houston,

# Student Learning

## Student Learning Summary

### 2018 Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		84	Met Standard
<b>Student Achievement</b>		65	Met Standard
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		88	Met Standard
Academic Growth	80	88	Met Standard
Relative Performance (Eco Dis: 93.4%)	38	72	Met Standard
<b>Closing the Gaps</b>	71	76	Met Standard

### 2019 Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		76	C
<b>Student Achievement</b>		67	D
STAAR Performance	39	67	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		79	C
Academic Growth	74	79	C
Relative Performance (Eco Dis: 98.7%)	39	75	C
<b>Closing the Gaps</b>	49	70	C

### 2022 Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		84	B
<b>Student Achievement</b>		51	Not Rated: Senate Bill 1365
STAAR Performance	25	51	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		89	B
Academic Growth	86	89	B
Relative Performance (Eco Dis: 98.9%)	25	53	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	56	72	C

### **Student Learning Strengths**

Our staff and leadership team will work with and assist our students, parents and community to continue to recover from the Covid-19 losses academically as well as socially while at Kashmere Gardens Elementary.

We will continue to provide quality first teach instruction, work with students in small groups, continue to train, observe and provide feedback to our teachers using the T-TESS Rubric as well as the Get Better Faster Scope and Sequence, building their instructional capacity. The teachers and support staff will provide push in and pull out interventions during the day, provide after school tutorials, provide social and emotional support, including our Wraparound Specialist and Counselor. The staff will continue to engage and train our parents safely on how to help their children at home. As a campus we will continue to build the foundational grades Prek-2nd, and offer our students a quality Magnet Fine Arts Program. A major student learning strength that was noticed this past school year 2021-2022 was the academic and social gains made by our students as they attended Face to Face learning instruction on a daily basis. We will continue to reach out and express to all our parents the importance of their children coming to school everyday to learn. Working and engaging together with all stakeholders is also a major student learning strength we have at Kashmere Gardens Elementary.

### **Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1:** There has been a significant academic loss of learning and instruction provided to our students in Prekindergarten through fifth grade during the 2021-2022 school year due to attendance. It has continued thus far in this 2022-2023 school year. **Root Cause:** The Covid-19 Pandemic has drastically impacted the academic and social results of our campus. Many Students did not attend face to face instruction daily consistently during the 2021-2022 school year.

# School Processes & Programs

## School Processes & Programs Summary

Kashmere Gardens Elementary School is to strive for excellence in education with instruction that is rigorous and develops high level, critical thinking skills in a print rich, positive and nurturing learning environment. The community, business partners, school, parents, and students work together to build a firm foundation that produce students who are prepared for success, college bound, and future contributing members of society in a global and high tech world. The daily expectation of Kashmere Gardens is: “Serving the Teachers, the Students, and the Community Everyday by Operating in Excellence!” Kashmere Gardens offer a variety of differentiated curricula and extracurricular activities to enhance learning as a designated Houston ISD Magnet Fine Arts Program. Our students participate daily in the Magnet Fine Arts Classes such as a World Class Art Studio, Dance , Physical Education, Technology, and Media/Library Services. We offer additional academic support programs to enhance our students learning experience such as -ESL, Gifted and Talented, and Daily interventions. Moreover, we offer after school programs that include activities such as computer-technology club,etiquette club,fitness-nutrition club,book club, cheer, basketball, and critical thinking exercises club -such as chess, connect four, vocabulary word search, and content related jeopardy, etc..

## Instructional Expectations:

### I-1: Instructional Planning and Preparation

I-2: Checks for student understanding and responds to student misunderstanding

### I-5: Maximizing all instructional Time

I-3: Differentiates instruction for student needs by employing a variety of instructional strategies

I-8: Students actively participating in lesson activities.

Our goal is to engage our students in profound discourse that will lead to the mastery of the TEKS and an increase in the number of students who perform at the Meets level or above as well as show sufficient growth and progress on the STAAR assessment from the previous year pandemic STAAR data results.

## Curricular:

At Kashmere Gardens Elementary we utilize the planning guide via the Canvas platform, pacing calendar, and the scope and sequence to provide engaging instruction for students. We also use various best practices such as Lead4ward, HB3 Guided Reading and Learning Academies, Really Great Reading Program, HB3 Guided Math and Learning Academies , All in Learning, and Literature Circles to create classrooms conducive to learning.

## Personnel:

The development of building the instructional capacity of our teachers is essential to meeting our students needs and meeting the current state standards. Therefore, when recruitment is necessary, all potential candidates will participate in a tense vetting process to ensure they are willing to be and do the work at the Gardens.

We coach and develop our teachers by using the T-TESS Evaluation system and The Get Better Faster Scope and Sequence for Teacher Development.



Therefore, as a campus, we create opportunities for teachers to take on various leadership responsibilities and chances to develop and lead campus-based professional development. We participate in the Career Pathways Program to build teacher leaders on the campus. We take pride in celebrating our staff multiple times throughout the year and equipping them with the necessary instructional tools to be successful.

### **Professional Practices:**

As a campus, we create Professional Development through needs assessments. At the end of each year, we collaborate to discuss the data points collected during the year. We focus on professional development that will drive instruction and strengthen the content knowledge of our staff. Once we identify the appropriate professional development, we generate a campus-wide professional calendar. We consider events that continue during the school year. We have several goals this year as a campus. They include but are not limited to increasing the number of students that will pass the STAAR assessments in Grades 3-5 at the Meets and Masters Level from the previous years 2021-2022 data, improve upon our current TELPAS rating, ensure our current 4th and 5th grade students produce the growth and progress gains that will meet the state assessment requirements for accountability, implement an effective HB4545 TEKS based Intervention Plan to ensure all identified students meet the state requirements, and monitor and increase our attendance from last year to 96%.

### **School Processes & Programs Strengths**

#### **Kashemre Gardens Elementary's Expectations of Serving the School and Community:**

##### **\* KGES Purpose:**

1. To increase our students' academic and social and emotional achievement by implementing our Core Values to sustain a higher level of increase in Meets and Masters to grow the whole child.

##### **\* Kashmere Gardens Daily Operational Statement for "All" Staff Members:**

"Let us Serve, Lead, Follow, and Progress Monitor "Together" by effectively executing our Core Values in Excellence"

\* Building the Continuous Instructional and Academic Capacity of Learning for Teachers, Students, Staff, and Parents

\* Maintain and Sustain the Positive Interest and Engagement of Students including the Magnet Fine Arts Program, Parents, and Community

\* Results Orientation for and of "All" stakeholders

### **Problems of Practice Identifying School Processes & Programs Needs**

**Problem of Practice 1:** Teachers have limited confidence and training with implementing and delivering Sheltered Instruction Strategies to ESL identified students and for All

students. **Root Cause:** Teachers need additional Sheltered Instruction Professional Development and Follow Up for successful implementation.

# Perceptions

## Perceptions Summary

At Kashmere Gardens Elementary, we view education through the lens of a social emotional scope. Rather than separating academic growth from social emotional growth, we view the whole child's development as priority and blend SEL into every component on campus. We believe in the importance of addressing emotional needs as they arise, building good character, students being apart of our Magnet Fine Arts program, and preparing our students' for success beyond the classroom. We believe in building relationships, not only with students, but also among teachers and staff. The social connection is valued so that our campus is not only a school but a home for all. We invite parents and community stakeholders to participate while being engaged in strong partnerships to enrich our students' learning and their experiences. We keep families in the know of exciting things happening on campus through our website and social media accounts updated reguarly and distribute importnat school updates in both English and Spanish through multiple outlets (all calls, newsletters, flyers , class dojo,emails, website,twitter, social media, etc.)

## **Kashmere Gardens Elementary Purpose: Shine our Lights, Share our Love, and Shape the People by Operating in Excellence:**

- \* To increase the academic and social achievement of our students-Focus on the "Whole Child"
- \* To assist and get others to perform, grow, and achieve daily at a High Level
- \* To “Serve” Teachers, Students, Parents, Colleagues, and the Community
- \* To believe and know that the Students, Parents, Teachers, Colleagues, and the Community deserve nothing but our absolute “Best” everyday

## **KGES Core Values:**

1. Be Professional
2. Be Mutual Respectful, Trustworthy and Kind
3. Work as a Collaborative Team
4. Be a Problem Solver
5. Effectively Communicate
6. Be Accountable
7. Effectively Supervise and Monitor to ensure the Safety of All students and adults is done daily with fidelity
8. Build Positive Relationships
9. Believe in Yourself, your Students, your Colleagues, and the Community

10. Be Self Reflective
11. Drama Free Work Environment
12. Have the right mental approach to serve
13. Be on time for your assigned chosen job and duty
14. Progress Monitor yourself and others with fidelity
15. Be Positively intentional, impactful, influential, and inspirational to “All”
16. Consistently Adhere to and Implement with fidelity all Federal, State, Houston ISD, and Kashmere Gardens Campus based policies, systems, and procedures of operation
17. Teach, Treat, and Reach “All” students as if they are your own
18. Have an Exemplar Representation of Yourself and the work of others
19. Participate in Professional Learning and Implement with fidelity
20. Effectively Plan and Prepare to effectively do Your Assigned Job and or Duty in Excellence

### **Perceptions Strengths**

Kashmere Gardens Elementary's culture of serving ,positivity, warmth, building relationships, and working "Together" as a family is a major conner stone for our campus. Last year's staff survey showed that the majority of our staff felt we had a positive school culture despite the hardships of the ongoing Covid 19-pandemic issues this past school year, that impacted the students and the staff. Our students are greeted at the threshold by name and known not only by their homeroom teacher but by numerous teachers, staff members, and the leadership administrative team. Students who have social emotional needs are referred to the campus Counselor immediately via a "SAF referral" and they are also supported by the campus Wraparound Specialist for a safe place to process their feelings. Students and staff are well aware of the principal's and leadership team members open door policy. It is apparent in the number of both students,staff , and parents who seek conversations and guidance from the Leadership Team on a daily basis. As we prioritize building relationships, we have recognized that celebrations are a Ram Tastic way to motivate and encourage others. Students, staff, and parents are celebrated for achievements big and small year-round, example we recognize two Teachers of the Month every month, we provide mid week KGES room service to all staff, and we provide opportunities for staff to get massages ,relax and decompress during the day in the KGES Staff Wellness Center. Character is being built not only in classroom lessons with the counselor but throughout the building as conversations about goals, growth mindset, friendships, problem solving, and conflict resolution take place day in and day out. The resources being utilized is the ReThink Ed program as well as the SEL Liasion work with the students on a SEL topic-activity for the week on Fridays.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** There was a drop in campus attendance for students, teachers, and staff during the 2021-2022 school year which led to a loss of instruction and learning for the students attending face to face on campus. If students were sick , then this lead to all their siblings to remain at home as well for 5 days. **Root Cause:** There was a lack of consistent attendance of students due to parents work schedules and parental housing issues. The ongoing Covid-19 pandemic and health-related issues also contributed to students and staff being absent consistently as well throughout the 2021-2022 year.

# 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- 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:** By the end of the 2022-2023 school year, the number of students who pass the STAAR Reading ELA Grades 3-5 at the Approaches level will increase from 49% to 70%, the Meets level will increase from 25% to 30%, the Masters level will increase from 10% to 20%.





**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 70% of our students will increase their performance at the Approaches level on the TEA STAAR Reading Interim Test.

**Evaluation Data Sources:** TEA STAAR Interim

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The following strategy will be used to accomplish this task: supporting teachers to plan and deliver a quality first teach instructional process as well as the use structured conversations -accountable talks and exit tickets.</p> <p><b>Strategy's Expected Result/Impact:</b> Students independent mastery learning responses will increase written and verbally.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal , Assistant Principals, Teacher Specialist, Special Education Chair, Career Pathway Leaders, Interventionist, iEducate Tutors, District level support leaders</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers                      Weekly PLC's- Instructional and Data Focused Meetings                      Pre-Planned Lesson Conference and or AT-BATS                      Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction                      Teacher Observing Teacher                      Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b>                      2.4                      - <b>TEA Priorities:</b>                      Build a foundation of reading and math, Improve low-performing schools                      - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Supporting Teachers to develop , write and internalize their lesson plans based on what students need to learn. Precise learning objectives written that are data driven, curriculum plan-driven, and able to accomplish the goal in the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher instructional delivery will increase and the students mastery learning of the lesson will increase based on the teachers daily mastery check data of the lesson</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal , Assistant Principals, Teacher Specialist, Special Education Chair, Career Pathway Leaders, Interventionist, iEducate Tutors, District level support leaders</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional, Planning, Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The following strategy will be used to accomplish this task: supporting teachers to plan and deliver a quality small group instruction and Tier 1 small group interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will check for understanding and respond to any misunderstandings of the students while in a small group setting. Therefore increasing the students mastery level of the lesson content.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal , Assistant Principals, Teacher Specialist, Special Education Chair, Career Pathway Leaders, Interventionist, iEducate Tutors, District level support leaders</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 the end of the 2022-2023 school year, the number of students who pass the STAAR Math tests in Grades 3-5 at the Approaches level will increase from 48% to 70% Approaches, the Meets level will increase from 16% to 30%, and the Masters level will increase from 3% to 20%.

**Strategic Priorities:**





Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** 70% of our students will increase their performance at the Approaches level on the TEA STAAR Interim.

**Evaluation Data Sources:** TEA STAAR Interim

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The following strategy will be used to accomplish this task: supporting teachers to plan and deliver quality math instruction while utilizing the Guided Math model , Lead4ward resources and additional research based instructional math resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Students independent mastery learning responses and showing their problem solving strategies written as well verbal expressions will increase at the Approaches level to demonstrate learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Teacher Specialist, Special Ed Chair, Math Interventionist, Career Pathway Leaders, District Level support leaders.</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walkthroughs/Feedback with teachers. Weekly PLC;s-Instructional and Data Focused Meetings At-Bats Provide specific professional development to build teacher capacity and strengthen first teach instruction in regards to Guided Math model and Zearn Intervention resources. Teacher observing teacher Monitor documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The following strategy will be used to accomplish this task: supporting teachers to plan and deliver quality math instruction while utilizing the Focus Intervention kits and I-Educate tutors during Intervention time.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of Tier 3 and Tier 2 students will decrease in size by being able to utilize additional math strategies to show mastery of TEKS not mastered by showing their work to demonstrate their learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Teacher Specialist, Interventionist, Special Education Chair, I-Educate Teachers, Career Pathway Leaders, District Level support leaders</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walkthroughs/Feedback with teachers. Weekly PLC;s-Instructional and Data Focused Meetings At-Bats Provide specific professional development to build teacher capacity and strengthen first teach instruction in regards to Intervention programs. Teacher observing teacher Monitor documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will check answers of their students against the teacher provided exemplar model. Teacher will track correct and incorrect answers to the class questions using their daily mastery check form.</p> <p><b>Strategy's Expected Result/Impact:</b> Students mastery of learning will increase and be evident on independent practice items and assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Teacher Specialist, Special Ed Chair, Math Interventionist, Career Pathway Leaders, District Level support leaders.</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 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:** By the EOY student achievement on the STAAR Math will increase in overall performance at the Masters level from 3% (2022 scores) to 20%; in Reading Language Arts at the Masters level from 11% (2022 scores) to 30%; and in Science at the Masters level from 5% (2022 scores) to 20%

**Strategic Priorities:**

Expanding Educational Opportunities





**Measurable Objective 1:** 70% of students will increase a level academic performance on district level assessments by end of year.

**Evaluation Data Sources:** DLA

TEA Interim Assessments

State STAAR 2.0

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and Instructional Leaders will meet each Thursday during PLC to plan for Tier 1 instruction. A campus wide protocol will be used to structure the learning for a strong first teach and to utilize check for understanding strategies .</p> <p><b>Strategy's Expected Result/Impact:</b> Effective and aligned lessons and strong delivery of the first teach will improve Tier 1 instruction and increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Classroom Teachers</p> <p><b>Action Steps:</b> Pre Planning and work for PLCs Usage of Curriculum Planning Guides Coaching, Modeling, Immediate AT-Bats by Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Supporting Teachers to develop , write and internalize their lesson plans based on what students need to learn. Precise learning objectives written that are data driven, curriculum plan-driven, and able to accomplish the goal in the lesson.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher instructional delivery will increase and the students mastery learning of the lesson will increase based on the teachers daily mastery check data of the lesson</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Teacher Specialist, Special Ed Chair, Math Interventionist, Career Pathway Leaders, District Level support leaders.</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All students will receive additional small group intervention time during the campus wide intervention block per the Mastery Schedule. In addition, students will also have at least 1 hour of intervention time using Imagine Math and Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students academic achievement will increase based on the teacher and interventionist daily mastery check data and the imagine math and literacy data reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Teacher Specialist, Special Ed Chair, Math Interventionist, Reading Interventionist, Campus based interventionist, Career Pathway Leaders, District Level support leaders.</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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:** 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 3-5 Reading assessments will increase from 3% to 10% at the end of the 2022-2023 school year.

**Strategic Priorities:**

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

**Measurable Objective 1:** During DLA assessments, 60% of Sped students will increase their academic performance by 3% points throughout the school year.

**Evaluation Data Sources:** DLA

TEA Interim Assessments

State STAAR 2.0

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of teachers (resource/pull-out/inclusion) will utilize accommodations and designated supports daily to support students.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of accommodations and designated supports will improve student progress for all student populations.</p> <p><b>Staff Responsible for Monitoring:</b> Sped Chair Classroom teachers Principal Administrative Team</p> <p><b>Action Steps:</b> Teacher Sped trainings (PD) Sped Chair monthly meetings Sped Chair train and support teachers for implementation OSP walks</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$1,620, - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$48,072</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Allow students to read, write, listen, and speak and participate in structured small group instruction during daily lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Special Ed students mastery of learning will increase at the meets level based on independent practice items, exit tickets and on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Sped Chair Classroom teachers Principal Assistant Principal Teacher Specialist Administrative Team</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will utilize campus wide Sheltered Instruction Strategies and Lead4ward strategy resources to provide all students the opportunity to perform while increasing their academic performance level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students mastery of learning will increase at the Meets level will be evident on independent practice items and on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Sped Chair Classroom teachers Principal Assistant Principal Teacher Specialist</p> <p><b>Action Steps:</b> Coaching/Development/Observations/Walk Throughs/Feedback with Teachers Weekly PLC's- Instructional , Planning , Delivery and Data Focused Meetings Pre-Planned Lesson Conference and or AT-BATS Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction Teacher Observing Teacher Monitor Documentation of evidence of data tracking of students growth and progress</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Goal 1:** ATTENDANCE

Students attendance will increase by 4% at the end of the 2022-2023 school year.

**Strategic Priorities:**





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

**Measurable Objective 1:** The Attendance rate will increase from 92.2% 2021-2022 to 96% 2022-2023.

**Evaluation Data Sources:** Average Daily Attendance Submission-Final PIEMS Attendance Data

Weekly Attendance Committee Members Data- Home visits, phone calls, messages to parents

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus attendance committee and teachers will work together with parents to increase our attendance rate from 92.2% to the goal of 96% for the 2022-2023 school year. The Attendance committee members will conduct necessary home visits of our students.</p> <p><b>Strategy's Expected Result/Impact:</b> The Final Attendance rate will meet or be above the expected goal of 96%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Counselor, Teacher Specialist, SIR, Special Education Chair, Career Pathway Leaders, Wraparound Specialist, and Community members, etc.</p> <p><b>Action Steps:</b> Attendance committee will meet weekly to identify, discuss, document, and execute a plan of action per the needed students and their parents that are having trouble coming to school on a consistent basis. We will assist the parents and follow up accordingly. The Committee will conduct daily and weekly home visits.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus attendance committee and teachers will work together with parents to increase our attendance rate from 92.2% to the goal of 96% for the 2022-2023 school year. The Attendance committee members will make daily phone calls to parents and guardians.</p> <p><b>Strategy's Expected Result/Impact:</b> The Final Attendance rate will meet or be above the expected goal of 96%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Counselor, Teacher Specialist, SIR, Special Education Chair, Career Pathway Leaders, Wraparound Specialist, and Community members, etc.</p> <p><b>Action Steps:</b> Attendance committee will meet weekly to identify, discuss, document, and execute a plan of action per the needed students and their parents that are having trouble coming to school on a consistent basis. We will assist the parents and follow up accordingly. The Committee will make daily phone calls to parents.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus attendance committee and teachers will work together with parents to increase our attendance rate from 92.2% to the goal of 96% for the 2022-2023 school year. The Attendance committee members will provide incentives for parents and students based on attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> The Final Attendance rate will meet or be above the expected goal of 96%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Assistant Principal, Counselor, Teacher Specialist, SIR, Special Education Chair, Career Pathway Leaders, Wraparound Specialist, and Community members, etc.</p> <p><b>Action Steps:</b> Attendance committee will meet weekly to identify, discuss, document, and execute a plan of action per the needed students and their parents that are having trouble coming to school on a consistent basis. We will assist the parents and follow up accordingly. The Committee will provide incentives for parents and students based on attendance.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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





**Goal 2:** DISCIPLINE-through the use of positive reinforcement and restorative practices, Kashmere Gardens will maintain an average of less than 20 discipline referrals in all sub-populations as measured by the discipline data entries in HISD connect.

**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of faculty and staff members will be trained in the utilization of the CHAMPS behavior management procedures and SEL de-escalation strategies.

**Evaluation Data Sources:** HISD connect, A4E

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 25% reduction in discipline referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Little to no discipline referrals will be recorded in HISD connect</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teacher Specialist, Counselor, Faculty and Staff</p> <p><b>Action Steps:</b> Create a Behavior Committee comprised of various stakeholders to meet each grading period to review campus discipline expectations and make revisions when needed to improve student behavior. Utilize campus RAM store every grading period to incentivize and distribute rewards to students for good behavior.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Goal 3: VIOLENCE PREVENTION-** Kashmere Gardens will increase safety awareness and public support with the implementation of a school-wide bullying program and 100% completion rate for the faculty and staff for all required safety trainings.





**Strategic Priorities:**

Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of the staff will be trained to implement SEL strategies and NCI- de-escalation strategies

**Evaluation Data Sources:** Classroom Culture Specialist, Campus Principal, Assistant Principal , Counselor

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will facilitate daily community circles to identify and address students social and emotional needs</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to communicate their feelings which will promote overall campus safety</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Culture Specialist, Campus Principal, Assistant Principal, Counselor</p> <p><b>Action Steps:</b> Designate time in the daily schedule for specific and identified SEL instruction for students. The campus culture specialist and counselor will create weekly SEL lesson plans and present to students during community circle time.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Goal 4:** SPECIAL EDUCATION Through brick and mortar, platforms the percentage of Special Education students who demonstrate at least 2% academic growth as measured by the STAAR progress measure shall increase by 6% between Spring 2022 and Spring 2023.


**Strategic Priorities:**


Transforming Academic Outreach


**Measurable Objective 1:** 100% of teachers will be trained in specially designed instruction and co-teaching to improve Special Education students' academic performance by 6%


**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide guidance for teachers on specially designed instruction, implementing accommodations, and meeting the individual needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement using Accommodations and Supplemental aids</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teacher Specialist, Special Education Program Specialist, Special Education Chairperson, General Education teachers.</p> <p><b>Action Steps:</b> Collaboration between Special Education Teacher and General Education Teacher to determine individual needs of students, implementing accommodations and specially designed instruction to adapt lessons and content to meet the specific needs of the students in the general education setting</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Goal 5: SPECIAL POPULATIONS:** Through brick and mortar, platforms the percentage of Special Education students who demonstrate at least 2% academic growth as measured by the STAAR progress measure shall increase by 6% between Spring 2022 and Spring 2023.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** The percentage of 5th grade students performing at or above grade level in science as measured by the Meets Grade Level Standard of STAAR will increase from 3% in Spring 2022 to 11 % by Spring 2023

**Evaluation Data Sources:** 2022--2023 Science STAAR data results

**HB3 Board Goal**

Strategy 1 Details	Reviews			
Strategy 1: The following strategies will be utilized by the teachers to accomplish the Science Measurable Objective 1- promote and encourage daily F2F attendance,provide engaging,interesting,planned,and prepared lessons, use of anchor charts, use of structured conversations-accountable talks-students responding in complete sentences,Allowing students to	Formative			Summative
	Nov	Jan	Mar	June

Read, Write, Listen, and Speak during the science lessons, Continuous check for understanding while responding to misunderstandings immediately, use of small group instruction, engage and communicate with parents, use of Sheltered Instruction strategies for "All" students, use of exit tickets, use of Lead4ward strategies, daily tracking student data, utilizing science interactive notebooks, use of interventions-push in/pull out, after school and Saturday tutorials, and continuous celebrating the achievements of growth and progress of the students and teachers.

**Strategy's Expected Result/Impact:** Grade 5 students will meet or go above the expected goals of percentage increase per the Meets Standard of the 2022-2023 STAAR assessment

**Staff Responsible for Monitoring:** Principal, Teacher Specialist, Special Education Chair, Career Pathway leaders, Teachers

**Action Steps:** Coaching/Development/Observations/Walk Throughs/ Feedback with Teachers

Weekly PLC's - instructional and Data Focused Meetings

Post Assessment Data Dive Conferences

Provide Specific Professional Development to build teacher capacity and strengthen first teach instruction

Pre-Lesson Delivery Conferences

Teacher Observing Teacher

Pre-planned Lesson conference and or AT-BATS

Monitor Documentation of evidence of data tracking of students growth and progress


**Title I:**


2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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





**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:**

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

**Measurable Objective 1:** 55% of the families will attend campus functions and events related to the Magnet Fine Arts program , academics and social emotional learning during the day and evenings.

**Evaluation Data Sources:** Parent sign in sheets  
Parental surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will utilize incentives, door prizes , and advertisement strategies to support parent attendance and involvement; along with parent connect -school messenger and Class Dojo. Students and their individual classes will receive incentives and prizes as well for encouraging their parents to attend.</p> <p><b>Strategy's Expected Result/Impact:</b> If parents come to the building or other outside events and get engaged and collaborate with the academic, social and magnet fine arts program , then their children's academic performance and confidence to learn will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers Principal Assistant Principal Teacher Specialist Magnet Coordinator Support Staff</p> <p><b>Action Steps:</b> Provide and send flyers to parents for communication Utilize Class Dojo School Messenger-parent connect</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 211000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,348, - 1991020003 - General Fund - Magnet Program - 6200 - Contracted Services - \$26,820</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 21, 2022.

**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.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Front Office Support Staff will monitor immunization cards at time of enrollment for new students.  <b>Strategy's Expected Result/Impact:</b> If students are healthy they will be able to attend school and be productive and achieve  <b>Staff Responsible for Monitoring:</b> Nurse George, Principal, Secretary, Magnet Coordinator  <b>Action Steps:</b> Monthly audit of cards conducted by front office of all newly enrolled students.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 2:** VISION/ HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 9, 2022.

**Evaluation Data Sources:** Vision and hearing screening and state reporting for all students completed by SCHOOL NURSE:

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Nurse George will conduct daily vision screening/hearing screening and sign the campus up to have a field lesson eye screening for glasses</p> <p><b>Strategy's Expected Result/Impact:</b> All Students vision and hearing will be tested so that students will not struggle academically</p> <p><b>Staff Responsible for Monitoring:</b> Nurse George and Principal Collins</p> <p><b>Action Steps:</b> Conduct daily vision and hearing screening on various grade levels and on an individual basis per request</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





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

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

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

**Measurable Objective 1:** 85% of all students who are required to take the PE assessment will pass.

**Evaluation Data Sources:** Yearly PE Assessment  
Campus PE Assessment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> P. E. Teacher will embed regular activities into daily lessons that will support all students passing middle of the year and end of the year assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be healthy and educated on the importance of a healthy lifestyle. Pr.</p> <p><b>Staff Responsible for Monitoring:</b> P.E. teacher, Principal, Assistant Principal</p> <p><b>Action Steps:</b> Implement day to day activities to have students prepared for assessment</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Goal 9:** OTHER UNMET (If applicable)

# State Compensatory

## Budget for 185 Kashmere Gardens Elementary School

**Total SCE Funds:** \$35,584.00

**Total FTEs Funded by SCE:** 0

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

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# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by Marques Collins, Sherra Jones, Tameka Hornsby, Kimberly Pate, and Stacey Blackmon.

Kashmere Gardens Elementary School, a Title I campus, is located in Northeast Houston in the heart of a historically African-American inner-city neighborhood. Kashmere Gardens serves 400+ students in grades pre-kindergarten through fifth grades. Our student population is 81.5% African American, 17.6% Hispanic, .7% Caucasian and 1% other. Ninety-eight-point six percent (98.6%) of the school population is considered economically disadvantaged. Kashmere Gardens provides English instruction in PK-5th grade and an ESL program for Kindergarten through fifth grade. The daily attendance rate is 92.2% and there is a 25% mobility rate. Nine percent (9 %) of the population is served through the special education program, 9.7% English Learners, and 1.5% Gifted and Talented. Kashmere Gardens also houses a Fine Arts Magnet Program.

Based on the demographics and the magnet program Kashmere Gardens has flourished academically receiving one distinction and a TEA C rating in the accountability system in 2018-2019. In 2020-2021, the result hit an all time low due to the COVID-19 pandemic which impacted students and staff attendance. This hindrance cause the campus scores to be 29% in Reading; 19% in Math; 11% in Writing and 8% in Science. This was all due to the new instructional delivery (virtual) for the staff and students in combination with the constant attendance issue.

Through planning, formative evaluations, teacher support, professional development, social emotional learning ,and community engagement, we were able to acheive an overall "B" rating based on the 2021-2022 TEA STAAR assessment results. For Grades 3-5 Reading/ELA-the Approaches level increased from 30% to 49%, 12% to 25% Meets, and 6% to 11% Masters. In the area of Math for Grades 3-5-the Approaches level increased from 21% to 48%, 5% to 16% Meets, and 0% to 3% Masters. In the area of Science for Grade 5-the Approaches level increased from 8% to 35%, 3% to 10% Meets, and 0% to 5% Masters. We were awarded a TEA Distinction in the area of Top 25% Comparative Growth (School Progress).

This 2022-2023 school year the campus will continue to increase the students academic and social acheivement results and sustain the "B" rating and or move to an "A" rating by implementing structured PLC protocols (observation/feedback, modeling and immediate At-bats); Intensive and Specific Instructional PD, administrative learning lab PD-Leadership Levers; institution of teacher and student expectation during instructional delivery; strong first teach; and a combination of CFUs (campus common assessments, Exit Tickets, and District assessments).

## 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 the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Reviewing the Academic achievement of students in relation to the state academic standards, especially in regards of failing and at risk students, was reviewed.

Parents, Community Members, Business Partners, Teachers, Paraprofessionals, School Leaders, along with the Principal, held a series of meetings to create and discuss the needed reform strategies that are research based on evidence.

The chosen strategies for implementation will provide opportunities for all students to show growth and progress as well as meet the advanced and proficient levels of student achievement - State Assessments, etc... We discussed what, how, and when does interventions and materials that could be used to meet the students needs.

Stakeholders met with the Wraparound Specialist to discuss what Agencies in the Community and Social Emotional Learning departments in the school district and outside of the school district were available to assist students and parents with pandemic (and other) related obstacles and issues.

Budgets were reviewed by all stakeholders to present availability of funds that were used to incorporate personnel, programs and supplies.

## **2.2: Regular monitoring and revision**

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

Quarterly Shared Decision Making Committee Meetings with elected members to review, discuss and get an update of the growth and progress data of our students academic achievement.

We will have Eight Parent and Family Engagement Meetings, to be held at different times to accommodate the stakeholders, so we can present and share the data. They will be able see how we use different data points to track student progress.

HISD Professional Development Days will be used to invite the stakeholders to review students' growth and progress as a result of implementing the reform strategies used to assist our students academically.

Student assessments, provided by the District and Teachers, given at least bi-weekly will be shared and progress will be discussed.

Weekly PLCs to desegregate data and make adjustments based on students growth, progress needs, and provide resources to assist in student growth.

Discuss, Review, and Celebrate achievements at Faculty Meetings- Provide Mid -Week incentives and Snack /Drink Room Service

School Leaders will have Post Assessment Data conferences with teachers to discuss students' progress -Teachers will provide their Action Plans and Tiered Categories of documented student achievement .

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



The SIP is available to parents in the following locations:

In the front office in a designated 2022-2023 SIP binder - will be available upon request

The SIP was made available to parents by:

The front office clerk, Kashmere Gardens website the Principal or available Administrator

We provide the SIP to parents in the following languages:

- English
- Spanish

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

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

Ensure we build the "First Teach" instructional capacity of our Teachers for effective lesson delivery

Campus based interventionist and Ieducate tutors will support our students daily

Ensure the students and teachers are provided the TEKS based resources needed for them to be successful -Reading,Math, Science and Writing

Use programs provided by the district (Freckle, Imagine Learning-Literacy/Math, Rethink Ed.,Peardeck)

Continuous data tracking of student progress based on the TEKS lessons-Daily Mastery Check Binder

The Science TEKS will be reinforced by increasing the amount of "hands on" labs in the classrooms

The use of Exemplar Lessons, PLC's to develop instructional plans, district unit planning guides to tackle content specific objectives that will facilitate achievement and the overall campus reading, math ,science, and writing goals

Student Exposure to the HB3 Guided Reading strategies and HB3 Guided Math strategies

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

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

Ensure an instructional culture of maximizing all instructional time during the lessons based on daily walkthrough and observations

Students are able to see the HFW in the cafeteria during breakfast and flashcards in the hallway

Students are able to read books in the hallways while waiting in line for the restroom

Students are able to bring a book to the cafeteria for lunch to read as needed

TEKS based instructional expectations and strategies are used during several Magnet Fine Arts classrooms to reinforce the students learning

Students are given additional support with pull out interventions and after school tutorials

Summer School will be provided

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs
- PLC's geared to student needs and growth
- SEL methods/lessons used to help student needs

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The SDMC committee annually evaluates the schoolwide plan and puts procedures in place for the campus. The combination of people compose of the SDMC committee. The committee consist of administrators, parents, community representatives, and business representatives.

Parents: Erica Alcantar, Ruby Dotson

Administrator: Marques Colliins and Sherra Jones

Classroom Teacher: Altoya Robertson, Whitney Thomas, Alberta Cotton

Community Representative: Keith Downey, Huey German, Kenneth Williams

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

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

- Parent: Erica Alcantar
- Parent :Ruby Dotson
- Counselor:Kimberly Pate- Counselor
- Assistant Principal : Sherra Jones
- SDMC Special Ed Chair-Rep:Wallace Harris
- Nurse:Mini George
- Magnet Coordinator: Kenya Lanier

The PFE was distributed

- On the KGES campus website
- Open House
- Sent Home with Students
- Copies available for Parents in the main office
- Connect Ed call out

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Make them feel welcome and Encourage them to get involved
- Meet and Communicate with them at Drop off and Dismissal Pick up locations
- Coffee with the Principal/Family Literacy and Game Nights
- Provide them incentives and door prizes
- Magnet Fine Arts performances and after school outings and events

### **4.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - Thursday September 22, 2022 (5-7PM)
- Meeting #1 Alternate -Thursday October 6, 2022 (4-5PM)
- Meeting #2 - Thursday November 17, 2022 (4-5PM)
- Meeting #2 Alternate -Thursday December 8, 2022 (4-5PM)
- Meeting #3 - Thursday January 12, 2023 (4-5PM)
- Meeting #3 Alternate - Thursday January 26, 2023 (4-5PM)
- Meeting #4 - Thursday March 9, 2023 (4-5PM)
- Meeting #4 Alternate -Thursday March 30, 2023(4-5PM)

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Whitney Thomas	Math interventionist	Title 1	61,500

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Altoya Robertson	Teacher
Non-classroom Professional	Anna Quiroz	Administrative Assistant
Non-classroom Professional	Kimberly Pate	Counselor
Administrator	Marques Collins	Principal
Non-classroom Professional	Mini George	Nurse
Parent	Ruby Dotson	Parent
Non-classroom Professional	Sherra Jones	Assistant Principal
Classroom Teacher	Simone Hall	Teacher
Non-classroom Professional	Tameka Houston	Teacher Specialist
Classroom Teacher	Yolanda Dailey	Special Education Teacher
Classroom Teacher	Alberta Cotton	Math Interventionist
Classroom Teacher	Whitney Thomas	Teacher
Community Representative	Keith Downey	Community Member
Community Representative	Huey Wilson German	Community Member
Business Representative	Kenneth Williams	Business Representative
Parent	Erica Alcantar	Parent

# Campus Funding Summary

1991020003 - General Fund - Magnet Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	6	1	1		6200 - Contracted Services	\$26,820.00
<b>Sub-Total</b>						<b>\$26,820.00</b>
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1		6300 - Supplies and Materials	\$1,620.00
4	1	1	1		6200 - Contracted Services	\$48,072.00
5	6	1	1		6300 - Supplies and Materials	\$3,348.00
<b>Sub-Total</b>						<b>\$53,040.00</b>