

Houston Independent School District

147 Eliot Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

Every student will be a leader of their social, emotional, and academic learning.

Vision

Our vision is to empower each student to reach their academic, social, and emotional potential through explicit instruction and engagement in effective leadership practices.

Value Statement

We value the gifts of all students, staff, parents, and community and the leadership they offer to the school community.

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Priority Problems of Practice

Problem of Practice 1: Enrollment has been steadily decreasing over the past 3 year with enrollment being 527 students in the 2021-2022 school year.

Root Cause 1: During the pandemic many families moved from the neighborhood as a result of losing employment and several parents chose to not enroll their children in school due to health concerns.

Problem of Practice 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem of Practice 2: Attendance rates have decreased over the past 3 years with the 2021-2022 school year attendance rate being 91.8%.

Root Cause 2: While virtual instruction was available during the 2019-2020, 2020-2021 school years, attendance rates were inflated. As virtual learning was not an option in 2021-2022, the absences increased and perceptions of health safety for students had a negative impact on student attendance.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem of Practice 3: While the percentage of students in all demographic categories meeting their progress measure on Reading as measured by STAAR was 87%, the percentage of students at the achievement levels of approaches, meets and masters were 80%, 50% and 25% respectively.

Root Cause 3: Foundational Reading developmental skills continue to be impacted by the interrupted instruction over the past 3 years.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 8: Parent perception of engagement is lacking as evidenced by the low turn out at parent events.

Root Cause 8: Parent have not seen the value of the activities and meetings scheduled for their benefit in prior years. Parent access to meetings may be inhibited due to the timing of the meetings.

Problem of Practice 8 Areas: Perceptions

Problem of Practice 4: Student performance as measured by STAAR in the content area of Science resulted in 60% approaching, 37% meeting grade level standards, and 15% mastering grade level standards.

Root Cause 4: The development and application of foundational science concepts in grade levels other than 5th Grade are vital to the the application of skills required in 5th Grade.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 6: While the percentage of students in all demographic categories meeting their progress measure on Math as measured by STAAR was 86%, the percentage of students at the achievement levels of approaches, meets and masters were 79%, 54% and 26% respectively.

Root Cause 6: Students continue to lack in foundational math skills which inhibit their capacity to apply these skills to more complex problem solving.

Problem of Practice 6 Areas: Student Learning

Problem of Practice 5: While the campus exceeded the state target for TELPAS progress with 49% of students achieving progress, a low percentage of students are progressing to the advanced high level of performance in the domains of Speaking and Reading.

Root Cause 5: Students opportunities for engaging in rigorous literary analysis and discourse of academic content are limited.

Problem of Practice 5 Areas: Student Learning

Problem of Practice 7: Special Education students performance on STAAR Reading, Math and Science were significantly below the performance of their non identified peers.

Root Cause 7: Teacher capacity to identify, implement and plan for accommodations for students with identified disabilities restricts the student's capacity to perform at the level of their non identified peers.

Problem of Practice 7 Areas: Student Learning

Problem of Practice 9: 14% of students did not meet promotion requirements during the regular school year requiring them to participate in summer school.

Root Cause 9: 35% of students failed to meet the attendance requirements, 9% of students failed to meet grade requirements, and 4% of students failed to meet HFW requirements.

Problem of Practice 9 Areas: Student Learning

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

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

Support Systems and Other Data

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

Board Goals

Board Goal 1: 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 from 46% to 55% and the percentage of students performing at the Master level will increase from 25% to 32 % by May 2023.

Measurable Objective 1: Students performance on grade level common assessments will be 55% Meets and 32% Masters.

Evaluation Data Sources: Ontrack
Teacher data tracker

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective implementation of Read alouds and reading mini lesson targeting understanding and application of skills and TEKS</p> <p>Strategy's Expected Result/Impact: Student understanding of unit objectives and skills will enable them to perform on grade level based on common assessments</p> <p>Staff Responsible for Monitoring: Reading Coach, Teachers Administration</p> <p>Action Steps: Teacher preservice training on Literacy routines and the essential elements of the literacy block Calibration of effective instructional strategies through observation and feedback during planning and the instructional block Targeted coaching and professional development for teachers identified as needing assistance with effective implementation of read alouds and guided reading Data digs during PLC immediately following common assessments to determine necessary adjustments to instructional practices and needs for intervention or reteaching.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class coverage for coaching and professional development - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Engage students in targeted guided reading instruction.</p> <p>Strategy's Expected Result/Impact: Student independent reading levels will increase from BOY to EOY</p> <p>Staff Responsible for Monitoring: Reading Coach, Teachers administrators</p> <p>Action Steps: Complete BOY BRR for all students using Fountas and Pinnell Teachers will group students by their reading level Create and facilitate guided reading groups during daily Literacy block Observation and coaching of targeted teachers based on data Regroup based on student progress as needed</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class coverage for coaching and PD - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Tiered intervention for students demonstrating limited progress and attainment based on curriculum based assessments and renaissance</p> <p>Strategy's Expected Result/Impact: Students in tiered intervention will demonstrate progress toward mastery of grade level objectives</p> <p>Staff Responsible for Monitoring: Reading Coach, interventionist, ALC chairperson, administration</p> <p>Action Steps: Develop master schedule to include daily intervention block for each grade level. Identify students in need of tiered assistance and their deficit skills Create intervention groups Provide professional development for hourly interventionists Provide resources for teachers and interventionists to use during intervention block Create tutorial groups for students identified as needing accelerated instruction based on previous year's STAAR performance Monitor and track HB4545 tutorials</p> <p>Title I: 2.6</p> <p>Funding Sources: Interventionist - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$48,000, Instructional Materials - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$1,500, Extra duty pay for tutorials - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 3: While the percentage of students in all demographic categories meeting their progress measure on Reading as measured by STAAR was 87%, the percentage of students at the achievement levels of approaches, meets and masters were 80%, 50% and 25% respectively. **Root Cause:** Foundational Reading developmental skills continue to be impacted by the interrupted instruction over the past 3 years.

Measurable Objective 2: Student foundational reading skills as measured by BRR, Ren360, Circle and KEA increase at least one year from August to June 2023

Evaluation Data Sources: BRR

Ren360

Circle Assessment

TX-KEA

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Professional development on science of teaching reading</p> <p>Strategy's Expected Result/Impact: Teachers will be well equipped to teacher developmental reading to students in Kinder - 3rd grade</p> <p>Staff Responsible for Monitoring: Administration, 2nd and 3rd grade teachers</p> <p>Action Steps: Teachers register and attend guided professional develop prior to school starting Teachers maintain compliance with HB3 reading academy timelines and assignments Teachers implement strategies from reading academy. Observe and coach teachers on the implementation of reading academy strategies</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class coverage for reading academy and coaching - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of structured phonics instruction in the primary grades</p> <p>Strategy's Expected Result/Impact: Student developmental reading skills will increase throughout the year</p> <p>Staff Responsible for Monitoring: Reading coach, teachers, administration</p> <p>Action Steps: Training for teachers on Really Great Reading and Estallita Purchase materials for all students to have access Implement phonics instruction into the reading block as well as the ESL block Monitor and adjust instruction based on student data and progress Develop and facilitate intervention and tutorial groups based on data</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Phonics materials for teachers and students - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted intervention on foundational reading skills during the intervention block and in tutorials</p> <p>Strategy's Expected Result/Impact: Targeted students will demonstrate recommended growth through intervention programs</p> <p>Staff Responsible for Monitoring: Reading Coach, Interventionist, teachers</p> <p>Action Steps: Identify students in need of tier 2 and 3 intervention based on beginning of the year assessments Create homogeneous interventions groups to address the specific deficit skills of the students Train all staff on the effective use of intervention resources including Freckle and Really Great Reading Create and facilitate after school and Saturday School tutorials for students to address deficits in foundational reading skills.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Extra duty pay for tutorials - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 3: While the percentage of students in all demographic categories meeting their progress measure on Reading as measured by STAAR was 87%, the percentage of students at the achievement levels of approaches, meets and masters were 80%, 50% and 25% respectively. Root Cause: Foundational Reading developmental skills continue to be impacted by the interrupted instruction over the past 3 years.</p>

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

Goal 1: The percentage of 3rd - 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 47% to 56% and the percentage of students performing at the Masters grade level will increase from 25% to 33% by May 2023.

Measurable Objective 1: Student mastery of TEKS as measured by district formative assessments for students in grades 3 - 5 will be 70%.

Evaluation Data Sources: District Formative Assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Backward planning for instruction using high impact instructional strategies and resources</p> <p>Strategy's Expected Result/Impact: First instruction will result in high levels of mastery on formative assessments</p> <p>Staff Responsible for Monitoring: Teachers, Formative Assessment Coordinator, Administration</p> <p>Action Steps: Review data to identify priority TEKS Analyze assessments to develop understanding of exemplars for mastery Align instructional strategies and resources to lead students to mastery of the learning objectives with rigorous exit tickets and assessments Observation and self reflection of instructional deliver and the impact on student understanding.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Instructional materials and manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted Professional development and coaching for teachers.</p> <p>Strategy's Expected Result/Impact: Teacher capacity to deliver highly effective 1st instruction will increase</p> <p>Staff Responsible for Monitoring: Appraisers, Teachers, Coaches</p> <p>Action Steps: Calibration of Observation and feedback to ensure alignment with effective instructional practices Development of individual professional development plans aligned with T-TESS rubric and GBF scope and Sequence Review the impact of professional development on the classroom instructional practices and student outcomes.</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Professional development activities for teachers and administration - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$3,000, Extra Duty pay and subs for PD - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Rigorous formative assessments during instruction to align with new format of STAAR assessments</p> <p>Strategy's Expected Result/Impact: Students exposure to rigorous assessments in the new format will increase performance on interim and summative assessments</p> <p>Staff Responsible for Monitoring: Formative Assessment coordinator, Administration, Teachers</p> <p>Action Steps: Teacher training on the use of On track and Canvas for creating assessments Purchase additional item bank aligning to the new format of STAAR questions Immediate analysis of formative assessment data to develop reteaching and intervention plan.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Measuring up - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 3: While the percentage of students in all demographic categories meeting their progress measure on Reading as measured by STAAR was 87%, the percentage of students at the achievement levels of approaches, meets and masters were 80%, 50% and 25% respectively. Root Cause: Foundational Reading developmental skills continue to be impacted by the interrupted instruction over the past 3 years.</p>

Measurable Objective 2: Students performing at the meets or higher level on TEA Interim assessments will increase 20% from Interim assessment 1 and Interim assessment 2.

Evaluation Data Sources: TEA Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of effective interventions for identified students.</p> <p>Strategy's Expected Result/Impact: Students who demonstrate less than mastery on common assessments will receive effective interventions and learning gaps will be closed</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Administrations,</p> <p>Action Steps: Monitor and identify student data on common assessments to establish intervention groups Master schedule established to allow for daily interventions with all students Monitor and track student data on low performing TEKS to adjust instructional strategies Teacher Professional development on effective implementation of guided math and station work</p> <p>Title I: 2.6</p> <p>Funding Sources: Intervention resources and manipulatives - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$2,000, Interventionist - 2890000000 - Federal Special Revenue - 6100 - Payroll - \$63,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement research based programs for intervention with students based on performance on Renaissance assessments</p> <p>Strategy's Expected Result/Impact: Students will develop foundational math skills and improve their overall performance on grade level TEKS</p> <p>Staff Responsible for Monitoring: Interventionist, teachers, administration</p> <p>Action Steps: Professional development on the Freckle program for teachers and interventionist Monitoring and implementation of intervention using Freckle RtI Meetings to review student progress and adjust intervention strategies and pathways</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Freckle subscription - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of school wide problem solving plan</p> <p>Strategy's Expected Result/Impact: Students will develop skills to apply the concepts they have learned to varying real world problems</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, administration</p> <p>Action Steps: Teacher professional development on planning and using school wide problem solving model Establishing exemplars for teacher and student reference during instruction and assessment Application of online testing using ontrack and canvas to ensure practice transfer of information from digital platform to paper and pencil tasks. Analysis of student exemplars during PLC to address deficits in student learning.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 5: While the percentage of students in all demographic categories meeting their progress measure on Math as measured by STAAR was 86%, the percentage of students at the achievement levels of approaches, meets and masters were 79%, 54% and 26% respectively. Root Cause: Students continue to lack in foundational math skills which inhibit their capacity to apply these skills to more complex problem solving.</p>

Measurable Objective 3: 75% of students in grades PreK - 2nd Grade will demonstrate mastery of foundational math skills as measured by Circle, TX KEA, Renaissance and Common assessments

Evaluation Data Sources: Circle, KEA, Renaissance, Common assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher professional development</p> <p>Strategy's Expected Result/Impact: Teachers will be better equipped to teach foundational skills for the development of student's math understanding</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Action Steps: Teachers will engage in HB3 math academy modules and apply strategies Observation, feedback and coaching on the implementation of strategies and the impact it is having on students outcomes Effective planning of strategies to ensure 1st instruction is leading most students to mastery of learning objectives.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class coverage for professional development - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of number talks and number of the day</p> <p>Strategy's Expected Result/Impact: Student's will develop a solid foundation of math skills</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Action Steps: Daily planning of number talks and number of the day aligned to daily objectives Targeted teacher development using Number Talks text Modeling and practice of effective implementation of number talks Review of exemplar number talk videos from teachers during PLC</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of effective problem solving model and problem of the day</p> <p>Strategy's Expected Result/Impact: Student application of problem solving strategies will increase performance on common assessments</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Teachers, administration, interventionists

Action Steps: Review school wide problems solving model

Plan for problem of the day and instruction on problem solving related to daily objectives

Create exemplars for problem solving models to anchor student learning and application

Review student work during PLC to adjust instructional strategies

Observe and coach teachers around effective implementation of problem solving strategies with students.

Title I:

2.4, 2.5, 2.6



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning

Problem of Practice 5: While the percentage of students in all demographic categories meeting their progress measure on Math as measured by STAAR was 86%, the percentage of students at the achievement levels of approaches, meets and masters were 79%, 54% and 26% respectively. **Root Cause:** Students continue to lack in foundational math skills which inhibit their capacity to apply these skills to more complex problem solving.

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: The Percentage of students meeting promotion standards as measured by attendance rate, Grade reporting, and High Frequency Word assessment will be greater than 90% by June 2023

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Progress report and grading cycle reports will have greater than 90% of students meeting the threshold for promotion.

Evaluation Data Sources: Progress report and grading cycle reports for attendance, grades, and HFW assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Align and monitor grading policies and practices to align with grade level standards and promotion requirements.</p> <p>Strategy's Expected Result/Impact: Student's not maintaining adequate grades for promotion will have interventions implemented to support their performance</p> <p>Staff Responsible for Monitoring: Administration, SIRS, Counselor, Teachers</p> <p>Action Steps: Establish grading policy of a minimum of 2 grades per week per subject entered into HISD connect for all students Monitoring of grades every 3 weeks through progress reports/report cards by teachers, administrators and SIRS to identify students in need of assistance Parent conferences for students who are not demonstrating acceptable levels of performance</p> <p>Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Extra duty pay for scheduled parent conference dates - 2110000000 - Title 1 Basic Programs - 6400 - Other Operating Expenses - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Establish Attendance policies, monitoring and intervention to ensure students meet the 90% threshold for promotion standards</p> <p>Strategy's Expected Result/Impact: Students and parents will be in compliance with attendance policies and remain under the threshold for promotion based on attendance.</p> <p>Staff Responsible for Monitoring: SIRS, Attendance Committee, Administration, Teachers</p> <p>Action Steps: Communicate attendance policy to parents and students through parent meetings and news letters Track daily attendance through green folder attendance tracking and calls home for absent students. Conduct parent conferences for students who are missing more than 3 days of school per grading cycle. Promote attendance through tracking and incentive system (Everybody Counts) Celebrate class attendance through synergy assemblies</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Funding Sources: Positive incentives for everybody counts attendance system - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Establish effective instructional routines and opportunities for students to successfully meet the standard for High Frequency Word evaluation.</p> <p>Strategy's Expected Result/Impact: At least 90% of students in 1st and 2nd grade will meet expectations on the High frequency word exam by the 3rd administration.</p> <p>Staff Responsible for Monitoring: Reading Coach, Administration, 1st and 2nd grade teachers</p> <p>Action Steps: Ensure effective planning for instruction around high frequency word mastery with teachers and administration Communicate the promotion standards around high frequency words to parents during open house and student led conferences Observation and coaching of instruction for teachers in 1st and 2nd grade. Creation and distribution of take home materials for students to practice their high frequency words. Tracking of data after each HFW administration and development of intervention plans for those students who were unsuccessful following each attempt.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>Funding Sources: Take home materials for students - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 8: 14% of students did not meet promotion requirements during the regular school year requiring them to participate in summer school. **Root Cause:** 35% of students failed to meet the attendance requirements, 9% of students failed to meet grade requirements, and 4% of students failed to meet HFW requirements.

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 performing at the meets Grade level standard on STAAR Reading will increase from 43% in 2022 to 53% in 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 60% of students receiving special education services in grades 3-5 will demonstrate mastery of learning objectives as measured by common assessments

Evaluation Data Sources: Campus based common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development for regular education teachers on accommodating learning for student with special needs.</p> <p>Strategy's Expected Result/Impact: Student learning during regular instructional block will increase and improve outcomes on assessments</p> <p>Staff Responsible for Monitoring: Regular education teachers, special education staff, administration, reading coach.</p> <p>Action Steps: Identify teachers in need of assistance in working with special needs students Target professional development through district provided PD sessions for regular education teachers Identify, implement and track the consistent use of accommodations for special needs students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class Coverage for Professional development - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for special education staff on effective reading instruction and effective scheduling of services for special education students</p> <p>Strategy's Expected Result/Impact: Student performance on grade level standards will increase</p> <p>Staff Responsible for Monitoring: Special education staff, administration</p> <p>Action Steps: Establish professional development plan for new and existing special education staff centered on the implementation of effective instruction targeting students IEP goals in relation to grade level standards Establish effective master schedule to allow for specialized instruction around IEP goals to take place outside of the regular instructional block Establish schedules to provide in class support for student receiving special education services. Monitor student performance in relation to exemplars to adjust instructional strategies being applied in the regular and special education setting</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Coverage for professional development - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted tutorials for students in the resource setting</p> <p>Strategy's Expected Result/Impact: Additional instructional time will increase students outcomes on grade level TEKS</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Action Steps: Identify students groups for after school and Saturday tutorials Plan tutorial instruction centered on individual student needs to include the development of foundational reading skills Track student progress on foundational reading skills and adjust tutorial instruction based on current students data.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Extra duty pay for tutorials - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - \$3,000</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>				

Measurable Objective 1 Problems of Practice:

Student Learning
<p>Problem of Practice 7: Special Education students performance on STAAR Reading, Math and Science were significantly below the performance of their non identified peers.</p> <p>Root Cause: Teacher capacity to identify, implement and plan for accommodations for students with identified disabilities restricts the student's capacity to perform at the level of their non identified peers.</p>

Measurable Objective 2: 60% of students serviced through special education in grade K -2 will demonstrate mastery of grade level standards as measured by Renaissance and BRR.

Evaluation Data Sources: Renaissance BOY, MOY, EOY
Running Records for BOY, MOY, EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of research based phonics instruction</p> <p>Strategy's Expected Result/Impact: Student will grow from BOY to EOY on Renaissance Early Literacy and Reading</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Regular Education Teachers, Reading Coach, Administration</p> <p>Action Steps: Training for all staff on Really Great Reading Implementation of phonics instruction during the regular reading block as well as during resource block Monitoring student progress on IEP goals as well as renaissance.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Targeted tutorials and interventions for students not making adequate progress toward learning goals.</p> <p>Strategy's Expected Result/Impact: Student with special education needs will demonstrate growth from BOY to EOY assessments</p> <p>Staff Responsible for Monitoring: Special Ed. Chair, Teachers, Administration</p> <p>Action Steps: Identify students in need of assistance based on stagnant growth renaissance and running records Create and facilitate tutorial groups based on student needs Progress monitor interventions during tutorial</p> <p>Title I: 2.6</p> <p>Funding Sources: Extra Duty pay for tutorials - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - \$2,000</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>				

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 7: Special Education students performance on STAAR Reading, Math and Science were significantly below the performance of their non identified peers.
Root Cause: Teacher capacity to identify, implement and plan for accommodations for students with identified disabilities restricts the student's capacity to perform at the level of their non identified peers.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: By June 2023, Eliot Elementary will increase from 91.8% in 2020-2021 to 97% in attendance during the 2022-2023 academic school year.

Evaluation Data Sources: HISD Connect Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective implementation of immediate attendance monitoring</p> <p>Strategy's Expected Result/Impact: Attendance Rate will increase to 97%</p> <p>Staff Responsible for Monitoring: SIRS, Teachers, Administration, Front office</p> <p>Action Steps: Teachers will submit their green attendance folders to the front office by 8:15 daily Front office staff will be assigned classes to conduct attendance calls between 8:15 and 9:15 daily in an attempt to get students to school.</p> <p>Title I: 2.6</p> <p>Funding Sources: Attendance folders for teacher - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebration of classroom attendance and individual student attendance improvement.</p> <p>Strategy's Expected Result/Impact: Individual student attendance will increase and class attendance totals will average 97%</p> <p>Staff Responsible for Monitoring: SIRS, Lighthouse team, Teachers, Administration</p> <p>Action Steps: Establishment of lighthouse team Establishment and communication of Everybody Counts attendance incentive program Celebration of attendance at biweekly synergy assemblies Incentives provided to classes for each Everybody counts earned throughout the year.</p> <p>Title I: 2.6</p> <p>Funding Sources: Incentives for attendance celebrations - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish system for addressing chronic attendance issues with students</p> <p>Strategy's Expected Result/Impact: Students who establish chronic attendance issues will show an improvement in attendance.</p> <p>Staff Responsible for Monitoring: SIRS, Teachers, Administration, Wrap around specialist</p> <p>Action Steps: Weekly monitoring of attendance data to identify students who have missed more than 3 school days within a grading cycle. Schedule and conduct parent conferences to address the barriers to getting children to school. Create and monitor attendance contracts with students and parents</p> <p>Title I: 2.6, 4.2</p> <p>Funding Sources: Incentives to promote increase in attendance rate for chronically absent students. - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 2: Attendance rates have decreased over the past 3 years with the 2021-2022 school year attendance rate being 91.8%. Root Cause: While virtual instruction was available during the 2019-2020, 2020-2021 school years, attendance rates were inflated. As virtual learning was not an option in 2021-2022, the absences increased and perceptions of health safety for students had a negative impact on student attendance.</p>
Student Learning
<p>Problem of Practice 1: Attendance rates have decreased over the past 3 years with the 2021-2022 school year attendance rate being 91.8%. Root Cause: While virtual instruction was available during the 2019-2020, 2020-2021 school years, attendance rates were inflated. As virtual learning was not an option in 2021-2022, the absences increased and perceptions of health safety for students had a negative impact on student attendance.</p>
School Processes & Programs
<p>Problem of Practice 2: Attendance rates have decreased over the past 3 years with the 2021-2022 school year attendance rate being 91.8%. Root Cause: While virtual instruction was available during the 2019-2020, 2020-2021 school years, attendance rates were inflated. As virtual learning was not an option in 2021-2022, the absences increased and perceptions of health safety for students had a negative impact on student attendance.</p>
Perceptions
<p>Problem of Practice 2: Attendance rates have decreased over the past 3 years with the 2021-2022 school year attendance rate being 91.8%. Root Cause: While virtual instruction was available during the 2019-2020, 2020-2021 school years, attendance rates were inflated. As virtual learning was not an option in 2021-2022, the absences increased and perceptions of health safety for students had a negative impact on student attendance.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: By June 2023, the number of major discipline events will be less than 5 and the number of minor discipline referrals will be less than 100.

Evaluation Data Sources: Student discipline records

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students will be engaged in Leader in Me lessons and activities to support social and emotional development as well as regulation of emotions and appropriate interactions with the teacher and other students.</p> <p>Strategy's Expected Result/Impact: Resolution of student discipline issues will be handled effectively in the classroom.</p> <p>Staff Responsible for Monitoring: Lighthouse team, Administration, Teachers</p> <p>Action Steps: Training all teachers in the 7 habits of highly effective people Monthly Leader in Me boosters during faculty meetings Leader in Me lessons and activities during the SEL block</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Leader In Me Training and support - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$8,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Project CLASS social skill training and intervention</p> <p>Strategy's Expected Result/Impact: Students will apply appropriate social skills resulting in reduced numbers of discipline referrals to the office.</p> <p>Staff Responsible for Monitoring: Counselor, Administration, Teachers</p> <p>Action Steps: Establish partnership with Project CLASS Teacher training through Project CLASS Whole class instruction of the use of appropriate social skills Teacher implementation and use of common language for addressing inappropriate social skills. Referral of students exhibiting chronic lack of social skills to project CLASS counselor Weekly tier 3 counseling through Project CLASS counselor with tier 3 students.</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Project CLASS contract and training - 2890000000 - Federal Special Revenue - 6200 - Contracted Services - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of school wide positive behavior incentive system.</p> <p>Strategy's Expected Result/Impact: Students engagement in positive SOAR behaviors will increase and reduce the number of discipline referrals to the office.</p> <p>Staff Responsible for Monitoring: Discipline coordinator, teachers administration</p> <p>Action Steps: Establish an incentive continuum for students engaging in SOAR behaviors in the classroom and common areas Supply and set structures for students to visit the school store using their reward bucks Track and use students discipline data to adjust the level of support and intervention for identified grade levels, classes and/or students.</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: materials and incentives for the school store - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: The Percentage of parents and students reporting on the MRA that the programs and processes used at the campus during school provide a safe environment will be 90%

Evaluation Data Sources: Measurable results assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly parent meetings to discuss school processes and procedures and address questions and concerns about campus processes and procedures.</p> <p>Strategy's Expected Result/Impact: Parent perception will be addressed quickly and adjustment to processes and procedures will be updated as deemed necessary</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Action Steps: Schedule monthly meeting for parents to meet with administration Identify areas of concern and develop plans to address identified areas Communicate processes and procedures with parents through weekly news letters.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Materials and resources for parent meetings - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase adult visibility and security through parents on patrol volunteer program and additional staff monitoring at the school entrance</p> <p>Strategy's Expected Result/Impact: Students, staff and visitors will receive additional monitoring for safety concerns</p> <p>Staff Responsible for Monitoring: VIPS Coordinator, Safety Captain, Principal Front office staff</p> <p>Action Steps: Provide full time staff monitoring of main entrance Recruit parent volunteers to get VIPS approved for the parents on patrol Establish guidelines and agreements for parent volunteers Install phone line to front entrance for staff use</p> <p>Title I: 4.2</p> <p>Funding Sources: Clerk 2 staff member - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$22,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of school wide systems and routines based in the Leader in Me processes.</p> <p>Strategy's Expected Result/Impact: Student will engage in conflict resolution to address differences and conflict that arise during the year.</p> <p>Staff Responsible for Monitoring: Lighthouse team, administration, school counselor</p> <p>Action Steps: Grade level routines and procedures established, executed and monitored throughout the year. Engagement of students in leadership opportunities in the classroom and school wide Student engagement in conflict resolution both in the classroom and with the school counselor.</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
<p>Problem of Practice 1: Enrollment has been steadily decreasing over the past 3 year with enrollment being 527 students in the 2021-2022 school year. Root Cause: During the pandemic many families moved from the neighborhood as a result of losing employment and several parents chose to not enroll their children in school due to health concerns.</p>
School Processes & Programs
<p>Problem of Practice 1: Enrollment has been steadily decreasing over the past 3 year with enrollment being 527 students in the 2021-2022 school year. Root Cause: During the pandemic many families moved from the neighborhood as a result of losing employment and several parents chose to not enroll their children in school due to health concerns.</p>
Perceptions
<p>Problem of Practice 1: Enrollment has been steadily decreasing over the past 3 year with enrollment being 527 students in the 2021-2022 school year. Root Cause: During the pandemic many families moved from the neighborhood as a result of losing employment and several parents chose to not enroll their children in school due to health concerns.</p> <p>Problem of Practice 3: Parent perception of engagement is lacking as evidenced by the low turn out at parent events. Root Cause: Parent have not seen the value of the activities and meetings scheduled for their benefit in prior years. Parent access to meetings may be inhibited due to the timing of the meetings.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: All students identified as needing special education support in the specialized Skills for Living and Learning class will meet their level of expected progress as outlined in their Individual Education Plan.

Evaluation Data Sources: Unique Learning, STAAR Alt

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish effective goals for students based on their individual evaluation and needs assessment</p> <p>Strategy's Expected Result/Impact: Student growth will be targeted to individualize plans</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Diagnostician, Speech therapist, Dyslexia teacher, administration</p> <p>Action Steps: Complete effective initial and review evaluations of students needs in a timely manner Schedule and conduct effective Annual and review ARDS to set baselines and goals for individual students Maintain effective data documentation to update goals and progress for individual students.</p> <p>Title I: 2.4, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development for Teachers and teaching assistants centered on effective instructional strategies in the SLL Classroom</p> <p>Strategy's Expected Result/Impact: Staff will plan and implement effective instruction leading to student meeting goals outlined in their IEP's</p> <p>Staff Responsible for Monitoring: Teachers, Teaching assistants, Administration</p> <p>Action Steps: Teachers and TA's will develop personal professional growth plans as part of the T-TESS and evaluation system Appraisers will observe and coach with a focus of aligning professional development around individual teachers area of development Office of special education will conduct calibration walks with teachers and administration to identify best practices for the specialized instructional setting Implementation of best practices using specialized resources for students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class coverage for Professional development - 1991010007 - General Fund - Special Education - 6400 - Other Operating Expenses - \$1,000, Instructional materials - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ample opportunities for students to engage in instructional activities with their Non-special education peers</p> <p>Strategy's Expected Result/Impact: Students social and emotional development will improve</p> <p>Staff Responsible for Monitoring: Special Education staff, Regular Education teachers, administration</p> <p>Action Steps: Develop master schedule to allow for integration of SLL students into regular instructional blocks Provide staff support to students while in the regular education setting Align instructional activities in the regular education setting to the individual needs and goals for the SLL students Monitor progress and adjust time and activities in the regular education setting for SLL Students.</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: All students in need of special education services will be identified as early as possible through the IAT process

Evaluation Data Sources: IAT documentation and Easy IEP reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The intervention assistance teams will meet regularly to effectively monitor student data and identify students not making progress with tier 3 intervention support</p> <p>Strategy's Expected Result/Impact: Students not making progress will be quickly identified</p> <p>Staff Responsible for Monitoring: Teachers, IAT chair, administration</p> <p>Action Steps: Schedule Rti PLC's every 3 weeks to monitor and adjust interventions Conduct effective RtI PLC's by updating data prior to meetings and focusing discussion on intervention strategies Maintain parent communication regarding the RtI process and include parents in meetings as necessary Monitor RtI documentation by teachers in Power School</p> <p>Title I: 2.4, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct effective IAT meetings for students in need of referral for evaluation</p> <p>Strategy's Expected Result/Impact: Referrals for evaluation will be accepted</p> <p>Staff Responsible for Monitoring: IAT chair, teachers, administration, evaluation team</p> <p>Action Steps: Schedule IAT meetings in a timely manner to include parents, evaluation team and teachers Collect and organize all required data resources and student work samples as outlined by the evaluation data checklist Obtain consent for evaluation in a timely manner</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Evaluate and schedule services for students who qualify</p> <p>Strategy's Expected Result/Impact: Students will receive specialized services in the least restrictive environment.</p> <p>Staff Responsible for Monitoring: Evaluation Team, Sped Chair, Administration</p> <p>Action Steps: Provide evaluation team with space and time to conduct effective evaluations Establish effective communication with evaluation team to ensure timeliness of evaluations and meetings Establish master schedule to align with services provided by shared staff including dyslexia, speech, OT, and PT</p> <p>Title I: 2.6</p> <p>Funding Sources: Office supplies for state folders - 1991010007 - General Fund - Special Education - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 7: Special Education students performance on STAAR Reading, Math and Science were significantly below the performance of their non identified peers.
Root Cause: Teacher capacity to identify, implement and plan for accommodations for students with identified disabilities restricts the student's capacity to perform at the level of their non identified peers.

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: By June 2023, 65% of emergent bilingual students will demonstrate expected growth as measured by TELPAS.

Evaluation Data Sources: TELPAS Growth report

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase teacher capacity to track and use student data to increase performance level of students in all TELPAS domains</p> <p>Strategy's Expected Result/Impact: Students will increase in listening, speaking, reading and writing as compared with prior year performance</p> <p>Staff Responsible for Monitoring: Teachers, Administration, Content Based Language Instruction Coach,</p> <p>Action Steps: Professional development on the use of Summit K12 to assess and intervene with students at all levels of performance in each domain. Data digs immediately following the administration of ELD assessments with Summit K-12. Connect data trends to effective Seidlitz instructional strategies to increase student understanding and performance.</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Instructional resources and Professional development resources - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase teacher capacity to facilitate effective instruction with emergent bilingual students through the use of Seidlitz instructional strategies.</p> <p>Strategy's Expected Result/Impact: Students performance in Listening, Speaking, Reading and Writing will increase.</p> <p>Staff Responsible for Monitoring: Content based language instructional coach, administration, teachers</p> <p>Action Steps: Professional development for teachers provided by CBLIC during PLC and coaching sessions. Study of Seidlitz strategies by teachers Teachers analysis of the performance level descriptors based on their student's performance on formative assessments.</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Materials and resources for effective implementation of strategies. - 1991010006 - General Fund - Bilingual - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide extra support and instruction for students identified as not making adequate progress on their English Language development</p> <p>Strategy's Expected Result/Impact: Students with stagnant growth will demonstrate growth on their TELPAS interim assessments.</p> <p>Staff Responsible for Monitoring: CBLIC, administration, Intervention Teachers</p> <p>Action Steps: Identify students in need of additional support based on prior year's data and interim assessments Group students based on ability level Create and facilitate tutorial groups specifically targeting phonics instructions</p> <p>Funding Sources: Extra duty pay for tutorial teachers - 1991010006 - General Fund - Bilingual - 6400 - Other Operating Expenses - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 2: The Percentage of students identified as Gifted and Talented will increase from 6.5 % in 2022 to 10% by June of 2023.

Evaluation Data Sources: Annual GT universal and nominated testing.

Strategy 1 Details	Reviews			
<p>Strategy 1: All eligible students will be screened during the annual GT screening window.</p> <p>Strategy's Expected Result/Impact: Gifted and Talented students will be screened and identified</p> <p>Staff Responsible for Monitoring: GT Coordinator, CTC, Teachers</p> <p>Action Steps: Train teachers and parents on the screening and referral process for GT screening</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: All students identified as gifted and talented will receive specialized instruction during intervention periods.</p> <p>Strategy's Expected Result/Impact: GT students will receive required specialized instruction.</p> <p>Staff Responsible for Monitoring: GT coordinator, teachers, administrators</p> <p>Action Steps: All teachers complete initial 30 hours of GT training and/or 6 hours of GT update training. GT students will receive targeted instruction during planned intervention periods. All GT students will participate in annual GT exhibition at the campus and/or district level.</p> <p>Title I: 2.5</p> <p>Funding Sources: Instructional resources and supplies - 1991010002 - General Fund - Gifted & Talented - 6300 - Supplies and Materials - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
Strategy 3 Details	Reviews			
<p>Strategy 3: GT students will be provided with enrichment opportunities through varied after school programs</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to explore specialized areas of interest and skill.</p> <p>Staff Responsible for Monitoring: Wrap Around specialist, teachers, staff</p> <p>Action Steps: Establish non academic after school activities and schedule Recruit students to sign up and participate in activities aligned to their area of interest Track attendance of students in after school activities</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: Extra duty pay for activity facilitators - 1991010002 - General Fund - Gifted & Talented - 6400 - Other Operating Expenses - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	 50%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: The percentage of parents participating in Monthly informational meetings, student led conference, open house and meet the teacher will be 75% June 2023.

Evaluation Data Sources: Sign in sheets and data entry for title I documentation.

Strategy 1 Details	Reviews			
<p>Strategy 1: Schedule and promote meeting dates and times</p> <p>Strategy's Expected Result/Impact: Provide opportunities for parents to adjust their schedules to participate in meetings.</p> <p>Staff Responsible for Monitoring: Administration, Title I coordinator, Communications specialist, teachers</p> <p>Action Steps: Calendar all regular parents meetings on the school calendar prior to the school year starting. Post and send out monthly school calendars in English and Spanish Send flyers home with students at least 2 weeks prior to scheduled events Post reminders on social media at least 2 times including a reminder on the day of the event.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Communications specialist stipend - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>45%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct parent interest surveys to determine the highest needs and interests for the focus of parent meetings.</p> <p>Strategy's Expected Result/Impact: Increase the number of parents participating in meetings</p> <p>Staff Responsible for Monitoring: FACE Liaison, FACE specialist, Administration, Teachers</p> <p>Action Steps: Work with the family and community engagement specialist to conduct interest surveys of parents. Plan and organize engagement opportunities based on interest surveys Conduct satisfaction surveys following each parent engagement event.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Materials, resources and supplies for parent meetings - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>40%</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Training for teachers on parent engagement and facilitation of student led conferences</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared to engage parents in meetings resulting in higher parent satisfaction and engagement</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Action Steps: Train teachers on facilitating effective student led conferences and open house meetings Incentivize teacher participation in other parent engagement meetings throughout the year.</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Extra duty pay for teacher for PD and facilitation of events - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$6,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 3: Parent perception of engagement is lacking as evidenced by the low turn out at parent events. Root Cause: Parent have not seen the value of the activities and meetings scheduled for their benefit in prior years. Parent access to meetings may be inhibited due to the timing of the meetings.</p>

Measurable Objective 2: The number of volunteering in school activities and PTO activities will increase over last years participation

Evaluation Data Sources: Sign in sheets and volunteer logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish effective PTO structures and activities.</p> <p>Strategy's Expected Result/Impact: The number of parents participating and volunteering will increase beyond the executive board of the PTO.</p> <p>Staff Responsible for Monitoring: Counselor, Administration, Teachers</p> <p>Action Steps: Conduct monthly PTO administration meetings to schedule, plan and coordinate PTO activities Communicate activity needs to teachers to elicit support from grade level parents for each activity. Maintain effective tracking of parent participation in PTO event planning and coordination.</p> <p>Title I: 4.2</p> <p>Funding Sources: Extra duty pay for events and activities - 1991010001 - General Fund - Regular Program - 6400 - Other Operating Expenses - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Increase opportunities for parents to engage in volunteer opportunities to support school processes.</p> <p>Strategy's Expected Result/Impact: Increase time for staff to engage in instructional activities with students as well as increase the perception of parents on school processes and procedures</p> <p>Staff Responsible for Monitoring: Volunteer coordinator, administration, teachers.</p> <p>Action Steps: Assist parents in getting VIPS approved for volunteer opportunities Create volunteer responsibilities and agreements Schedule VIPS approved parents into volunteer positions Monitor the effectiveness of parent volunteers Maintain accurate records of parent volunteer hours</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Resources and materials for parent volunteers - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize volunteers for their time and impact on school processes and culture</p> <p>Strategy's Expected Result/Impact: This will increase the number of volunteers and the parent perception.</p> <p>Staff Responsible for Monitoring: Volunteer coordinator, Teachers, Administration</p> <p>Action Steps: Maintain accurate records of parent volunteer hours and activities Schedule monthly recognition activities to highlight the efforts of selected volunteers</p> <p>Title I: 4.2</p> <p>Funding Sources: Incentives for volunteers - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Perceptions
<p>Problem of Practice 3: Parent perception of engagement is lacking as evidenced by the low turn out at parent events. Root Cause: Parent have not seen the value of the activities and meetings scheduled for their benefit in prior years. Parent access to meetings may be inhibited due to the timing of the meetings.</p>

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: All mandated health services will be completed as per the district timeline

Evaluation Data Sources: Nurses Data entry for all mandated health screenings and services.

Strategy 1 Details	Reviews			
<p>Strategy 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 28, 2022.</p> <p>Strategy's Expected Result/Impact: Student immunizations will be complete</p> <p>Staff Responsible for Monitoring: Nurse, Administration</p> <p>Action Steps: Provide schedule and coverage for nurse to complete paperwork</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.</p> <p>Strategy's Expected Result/Impact: All vision screenings will be completed</p> <p>Staff Responsible for Monitoring: Nurse, Administration</p> <p>Action Steps: Provide Schedule for screening and coverage for the nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5 will be completed by a certified school nurse or screener on or before December 10, 2022.</p> <p>Strategy's Expected Result/Impact: Diabetes Screening will be complete for all required students</p> <p>Staff Responsible for Monitoring: Nurse, Administration</p> <p>Action Steps: Provide Schedule for screening and coverage for nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.</p> <p>Strategy's Expected Result/Impact: All students with medication will receive the prescribed medication through the nurse or designee</p> <p>Staff Responsible for Monitoring: Nurse, Administration, Front office staff</p> <p>Action Steps: Training for designated personnel Schedule of medication administration for students</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 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: All students will engage in daily physical activity

Evaluation Data Sources: Physical education grades and recess schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a structured Physical education program for all students</p> <p>Strategy's Expected Result/Impact: All students will attend PE at least 1 time a week.</p> <p>Staff Responsible for Monitoring: PE teacher, administration</p> <p>Action Steps: Build master schedule to ensure all students receive at least 1 PE class per week Obtain PE supplies to allow all students to effectively engage in PE activities Gather Pre and Post assessment fitness data on student through PE class</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies and Materials for PE classes - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement effective recess activities for all students</p> <p>Strategy's Expected Result/Impact: Students will develop social skills and be more focused during regular instructional activities.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Action Steps: Develop Master schedule to include daily recess period for all students Monitor recess activities for safety and engagement of all students Adjust recess activities to ensure inclusion of all students</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide extra curricular athletic activities to students</p> <p>Strategy's Expected Result/Impact: Student interest in athletic activities will increase and student health will improve</p> <p>Staff Responsible for Monitoring: Wrap Around specialist, PE teacher</p> <p>Action Steps: Establish schedule of extra curricular activities for sports including soccer and basketball Monitor engagement of students in enrichment activities Schedule games with neighboring schools</p> <p>Funding Sources: Extra duty pay for staff - 2890000000 - Federal Special Revenue - 6400 - Other Operating Expenses - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Increase student and community health through proper nutrition

Evaluation Data Sources: Brighter Bites and Fresh Fruits and Vegetables programs

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development</p> <p>Strategy's Expected Result/Impact: Teachers and staff will effectively communicate the benefits of healthy eating</p> <p>Staff Responsible for Monitoring: Wrap Around specialist, teachers, staff</p> <p>Action Steps: Schedule and provide professional development through Brighter Bites for teachers Schedule parent meetings to provide development around proper nutrition</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement nutrition curriculum into the instructional day</p> <p>Strategy's Expected Result/Impact: Students will become more familiar with various foods and the benefits they provide to a healthy life style</p> <p>Staff Responsible for Monitoring: Teachers, Wrap around specialist</p> <p>Action Steps: Provide teachers and staff with access to curriculum and documents for teaching students about a healthy diet Develop schedule of lessons to be taught by teachers based on the Brighter Bites scope and sequence Document instructional activities as outlined in the Brighter Bites contract</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Establish Volunteer groups to facilitate distribution of food to students and parents</p> <p>Strategy's Expected Result/Impact: Distributions will have minimal impact on the content instruction taking place during the school day</p> <p>Staff Responsible for Monitoring: Wrap around specialist</p> <p>Action Steps: Recruit up to 20 volunteers to assist with food distribution Develop schedule for volunteers Track volunteer hours Establish incentives for volunteers</p> <p>Funding Sources: Incentives for Volunteers - 2890000000 - Federal Special Revenue - 6300 - Supplies and Materials - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2 Problems of Practice:

Perceptions
<p>Problem of Practice 3: Parent perception of engagement is lacking as evidenced by the low turn out at parent events. Root Cause: Parent have not seen the value of the activities and meetings scheduled for their benefit in prior years. Parent access to meetings may be inhibited due to the timing of the meetings.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 147 Eliot Elementary School

Total SCE Funds: \$140,847.00

Total FTEs Funded by SCE: 1.76

Brief Description of SCE Services and/or Programs

Funding of positions to reduce class sizes in 4th grade and 3rd grade. Additional funding is used to purchase supplemental instructional materials for students.

Personnel for 147 Eliot Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lizzett Venegas	3rd Grade teacher	0.84
MyLihn Tran	4th Grade teacher	0.92

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

An analysis of TEA assessment data and district data indicates that students increased their performance from the previous rating by TEA in 2019. However, student achievement levels in the areas of Mathematics, Reading, and Science remained at the C performance level as compared with a C performance level in 2019. The campus met the state target for TELPAS progress by having 49% of Emergent Bilingual students meet or exceed their growth target from the 2021 school year to the 2022 School year.

Ensuring all students receive high quality 1st instruction by providing teachers with consistent professional development, Coaching, and feedback through the new T-TESS appraisal system will be vital to increasing the percentage of students who are meeting or exceeding grade level performance standard during the 2022-2023 school year. Additional staffing has been added to increase opportunities for effective interventions and early literacy and math development.

The percentage of students performing at or above grade level as measured by STAAR Reading at meets and masters levels will increase from 46% and 25% in 2022 to 55% and 32% in June 2023.

The percentage of students performing at or above grade level as measured by STAAR math at the meets and masters levels will increase from 47% and 25% in 2022 to 56% and 33% in June 2023.

The percentage of students performing at or above grade level as measured by STAAR Science at the meets and masters levels will increase from 32% and 13% in 2022 to 50% and 30% in June 2023.

The percentage of Emergent Bilingual students demonstrating expected growth as measured by the TELPAS exam will increase from 49% in 2022 to 65% in 2023.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan and needs assessment were discussed through administrative meetings and Site based decision making committee meetings throughout the summer and beginning of the school year. May 15, 2022 and September 14, 2022. Administrative and staff meetings occurred in August 2022.

2.2: Regular monitoring and revision

Regular monitoring of students progress is conducted through the analysis of data from common assessments, benchmark running records, Renaissance 360, Circle and TX KEA. Connecting data analysis to collaborative leadership instructional walkthrough, classrooms observations and PLC meetings with teachers allows for adjustments of instructional plans for student groups or individual students.

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

The Campus Improvement Plan will be available in both English and Spanish to parents and the community through the campus website and in person in the main office of the school.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet state standards is addressed through structured implementation of reading and math instruction to include daily read alouds and guided reading. Math classrooms are structured to provide students opportunities to engage in guided math and targeted support on learning objectives. Student social emotional needs are addressed through the implementation of Project CLASS as well as through the services of the campus Wrap Around Specialist.

2.5: Increased learning time and well-rounded education

The master schedule is developed to provide 90 minutes - 110 minutes of instruction in reading and Math as well as provide an intervention period for all students to receive intervention/enrichment instruction based on their needs. All students are provided with 50 minute of enrichment courses daily. Every student is scheduled to participate in at least one instructional field tripe throughout the course of the year. Student are also provided enrichment in the arts through collaboration and partnerships with outside organizations, such as Houston Ballet, Ars Lyrica, and other arts organizations.

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

The at-risk committee meets regularly to review the programs and interventions provided to students. Teacher professional development is conducted by both campus level professional staff as well as district curriculum implementation specialists to prepare teachers to engage in effective instruction for all students. Teachers use data to group students for guided reading and guided math small group instruction to address the varying deficits students demonstrate in grade level content knowledge. Bilingual students are provided daily ESL instruction and teachers are provided professional development and coaching through the campus language based instructional coach.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Evaluation of the strategies being utilized on campus to address the varying needs of our students is based on data collected from Curriculum based common assessments, BRR, Circle, TX KEA, Renaissance, STAAR and TELPAS. Other data sources used for evaluation include student attendance, grade, engagement in after school activities and surveys.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The parent and family engagement policy is developed during the initial title I parent meeting of the year. The campus plans are shared and discussed during the meeting and then the manner in which parents and families will engage with the process of supporting the education of their children is reviewed and refined. Parents provide input through verbal and written suggestions and have the opportunity to obtain clarification on their role in the education of their children.

4.2: Offer flexible number of parent involvement meetings

September 21, 2022 and September 23, 2022

November 8, 2022 and November 10, 2022

February 7, 2023 and February 8, 2023

March 7, 2023 and March 9, 2023

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Itzel Zertuche	2nd Grade teacher	2110000000	1.0
Yasmin Noor	3rd Grade teacher	2110000000	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Alexandra Venegas	5th Grade Teacher
Classroom Teacher	Mary Thomas	PreK Teacher
Classroom Teacher	Andrew Johnson	PE Teacher
Classroom Teacher	Ana Vera	2nd Grade Teacher
Classroom Teacher	Lizzett Venegas	3rd Grade Teacher
Paraprofessional	Claudia Rangel	General Clerk 3
Administrator	Matthew Schwer	Principal
Classroom Teacher	Marilyn Christensen	Special Education Teacher
Parent	Elvia Don	
Parent	Isabel Diaz	
Administrator	Christina Brazle	Assistant Principal
Community Representative	Dario Arellano	
Business Representative	Rick Garcia	
Community Representative	Elizabeth Reyna	

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Class coverage for coaching and professional development	6400 - Other Operating Expenses	\$500.00
1	1	1	2	Class coverage for coaching and PD	6400 - Other Operating Expenses	\$500.00
1	1	1	3	Interventionist	6100 - Payroll	\$48,000.00
1	1	2	1	Class coverage for reading academy and coaching	6400 - Other Operating Expenses	\$500.00
1	1	2	2	Phonics materials for teachers and students	6300 - Supplies and Materials	\$1,000.00
2	1	1	1	Instructional materials and manipulatives	6300 - Supplies and Materials	\$10,000.00
2	1	1	2	Professional development activities for teachers and administration	6400 - Other Operating Expenses	\$3,000.00
2	1	1	2	Extra Duty pay and subs for PD	6100 - Payroll	\$2,500.00
2	1	3	1	Class coverage for professional development	6400 - Other Operating Expenses	\$1,000.00
3	1	1	3	Take home materials for students	6300 - Supplies and Materials	\$200.00
5	1	1	1	Attendance folders for teacher	6300 - Supplies and Materials	\$100.00
5	2	1	3	materials and incentives for the school store	6300 - Supplies and Materials	\$2,500.00
5	3	1	1	Materials and resources for parent meetings	6300 - Supplies and Materials	\$1,000.00
5	3	1	2	Clerk 2 staff member	6100 - Payroll	\$22,000.00
5	6	1	1	Communications specialist stipend	6400 - Other Operating Expenses	\$500.00
5	6	1	2	Materials, resources and supplies for parent meetings	6300 - Supplies and Materials	\$500.00
5	6	1	3	Extra duty pay for teacher for PD and facilitation of events	6400 - Other Operating Expenses	\$6,500.00
5	6	2	1	Extra duty pay for events and activities	6400 - Other Operating Expenses	\$1,500.00
5	6	2	3	Incentives for volunteers	6300 - Supplies and Materials	\$100.00
5	8	1	1	Supplies and Materials for PE classes	6300 - Supplies and Materials	\$5,000.00
Sub-Total						\$106,900.00

1991010002 - General Fund - Gifted & Talented						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	2	2	Instructional resources and supplies	6300 - Supplies and Materials	\$1,500.00
5	5	2	3	Extra duty pay for activity facilitators	6400 - Other Operating Expenses	\$1,000.00
Sub-Total						\$2,500.00
1991010006 - General Fund - Bilingual						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	1	Instructional resources and Professional development resources	6300 - Supplies and Materials	\$1,000.00
5	5	1	2	Materials and resources for effective implementation of strategies.	6300 - Supplies and Materials	\$1,000.00
5	5	1	3	Extra duty pay for tutorial teachers	6400 - Other Operating Expenses	\$2,000.00
Sub-Total						\$4,000.00
1991010007 - General Fund - Special Education						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	1	Class Coverage for Professional development	6400 - Other Operating Expenses	\$500.00
4	1	1	2	Coverage for professional development	6400 - Other Operating Expenses	\$500.00
4	1	1	3	Extra duty pay for tutorials	6400 - Other Operating Expenses	\$3,000.00
4	1	2	2	Extra Duty pay for tutorials	6400 - Other Operating Expenses	\$2,000.00
5	4	1	2	Instructional materials	6300 - Supplies and Materials	\$2,000.00
5	4	1	2	Class coverage for Professional development	6400 - Other Operating Expenses	\$1,000.00
5	4	2	3	Office supplies for state folders	6300 - Supplies and Materials	\$500.00
Sub-Total						\$9,500.00

2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	3	Extra duty pay for tutorials	6400 - Other Operating Expenses	\$3,000.00
3	1	1	1	Extra duty pay for scheduled parent conference dates	6400 - Other Operating Expenses	\$2,500.00
Sub-Total						\$5,500.00
2890000000 - Federal Special Revenue						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	Instructional Materials	6300 - Supplies and Materials	\$1,500.00
1	1	1	3	Extra duty pay for tutorials	6400 - Other Operating Expenses	\$15,000.00
2	1	1	3	Measuring up	6300 - Supplies and Materials	\$2,500.00
2	1	2	1	Interventionist	6100 - Payroll	\$63,500.00
2	1	2	1	Intervention resources and manipulatives	6300 - Supplies and Materials	\$2,000.00
2	1	2	2	Freckle subscription	6400 - Other Operating Expenses	\$1,500.00
3	1	1	2	Positive incentives for everybody counts attendance system	6300 - Supplies and Materials	\$1,000.00
5	1	1	2	Incentives for attendance celebrations	6300 - Supplies and Materials	\$1,500.00
5	1	1	3	Incentives to promote increase in attendance rate for chronically absent students.	6300 - Supplies and Materials	\$500.00
5	2	1	1	Leader In Me Training and support	6200 - Contracted Services	\$8,500.00
5	2	1	2	Project CLASS contract and training	6200 - Contracted Services	\$9,000.00
5	6	2	2	Resources and materials for parent volunteers	6300 - Supplies and Materials	\$1,000.00
5	8	1	3	Extra duty pay for staff	6400 - Other Operating Expenses	\$3,000.00
5	8	2	3	Incentives for Volunteers	6300 - Supplies and Materials	\$500.00
Sub-Total						\$111,000.00