

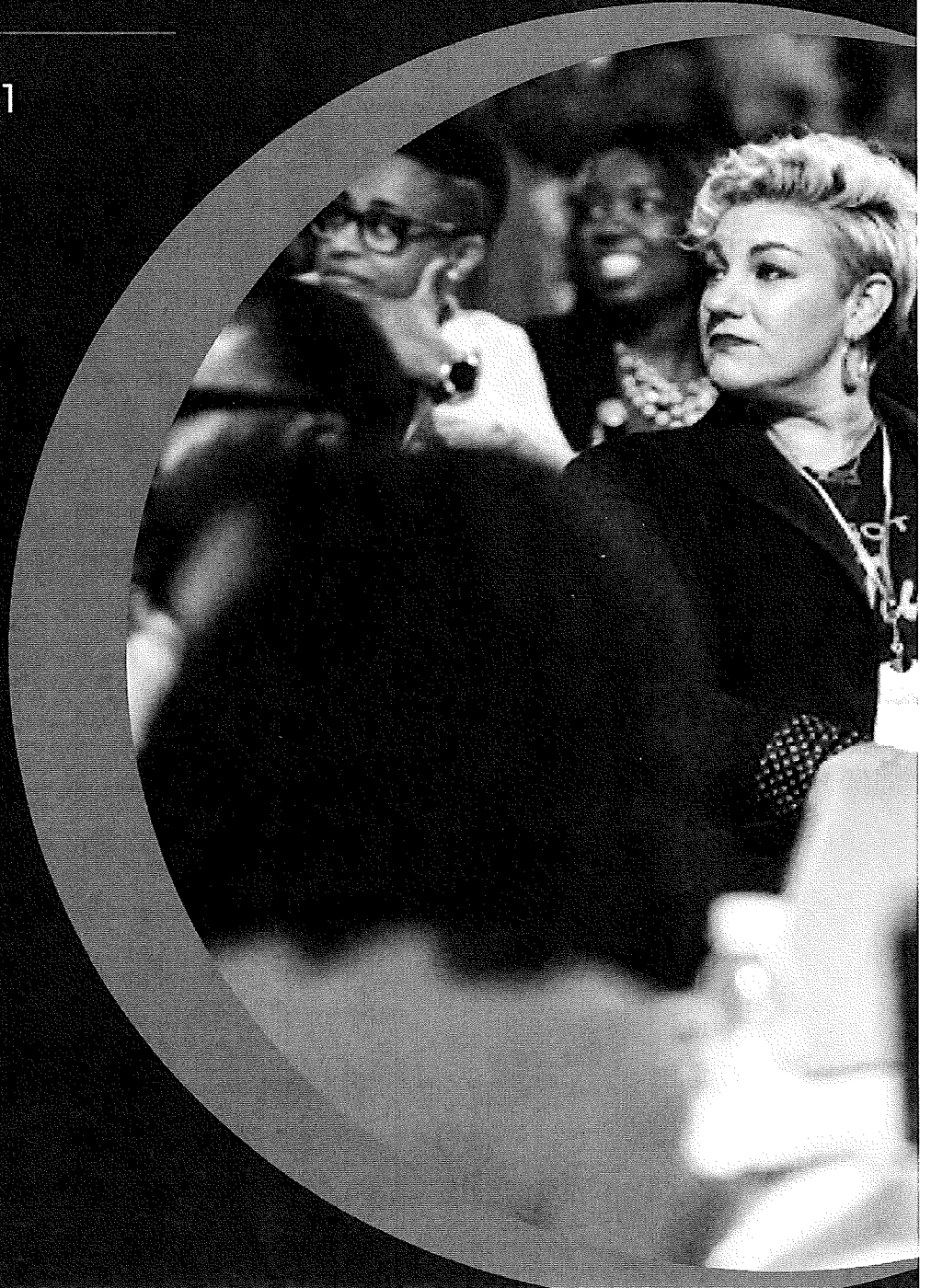
# Houston Independent School District

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## School Improvement Plan

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2020-2021



<b>Campus Name:</b>	Eliot ES
<b>Campus Number:</b>	147
<b>Principal Name:</b>	Matthew Schwer
<b>School Support Officer Name:</b>	Lysette Cooper
<b>Area Superintendent Name:</b>	Staci Taylor
<b>Area School Office:</b>	North

**Mission Statement**

The mission of Eliot Elementary School is to provide a safe, nurturing, student-centered environment in which every child is challenged academically, socially, and emotionally to become leaders of their learning.

**School Profile**

Charles W. Eliot Elementary School, a Title I school, is located in the Hispanic community known as Denver Harbor. We currently serve a population of (600) six hundred students. The ethnic make-up is 98% Hispanic and 2% African American and White. All of our students participate in the Community Eligibility Provision (CEP) program. We currently have 300 Limited English Proficient (LEP) students who are served in the Bilingual and English as a Second Language programs. Gifted and Talented (GT) student population is 65 and they receive instruction from GT certified teachers. Special

**Shared Decision Making**

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state Improvement Required sanctions or federal sanctions as a Focus or Priority campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

Membership Composition of the SDMC			
Number of Classroom Teachers	4	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	2	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1
Name of SDMC Member		Position (add date term expires)	
Lissette Venegas		Classroom Teacher	

MyLihn Tran	Classroom Teacher
Jaqueline Nunez	School-Based Staff Member
Rey Ocanas	Business Partner
Dario Arreano	Community Member
Ayla Sparks, Estella Galindo	Parent
Matthew Schwer	Principal

**This information is from 2019-2020 SY. It may change if the Board adopts new goals**

### Mission

The Board of Education's mission is to equitably educate the whole child so that every student graduates with the tools to reach their full potential.

### Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

#### Goal 1

The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR for grade 3 through English II shall increase by three percentage points annually from 37% to 46% between spring 2017 and spring 2020.

#### Goal 2

The percentage of graduates meeting the Global Graduate standards as measured by the College, and Career, Readiness component of the Texas accountability system shall increase three percentage points annually per year from the 2017 graduates baseline of 52 percent up to 67 percent by 2022.

#### Goal 3

Among students who exhibit below satisfactory performance on state assessments, the percentage who demonstrate at least one year of academic growth, as measured by the STAAR Progress Measure, shall increase three percentage points annually in reading and in math from 57 percent in spring 2017 to 66 percent in spring 2020.

#### Goal 4

The reading and math performance gap between historically underserved and non-historically underserved student groups, as measured by the average of the percentage-point gaps between economically and non-economically disadvantaged student groups at the Meets Grade Level Standard on STAAR between 1) economically and non-

economically disadvantaged student groups, 2) African-American and White student groups, 3) Hispanic and White student groups, 4) English Learners (ELs) and non-English Learners (non-ELs), and 5) students receiving special education services and students not receiving special education services, shall annually show a one-percentage point decrease from an average of 30.3 percentage points in spring 2018 to an average of 27.3 percentage points in spring 2021. Monitoring of student performance for all groups listed above along with the specified gaps will be provided to the board. All student groups should make progress; therefore, if this average gap decreases but the percentage of students at the Meets Grade Level Standard on STAAR for any of the student groups listed in this goal declines, then this goal shall be considered not met.

## Strategic Priorities

### **Ensuring Student Health, Safety and Well-being**

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

### **Transforming Educational Opportunities**

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

### **Increasing Organizational Efficiency**

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

### **Cultivating Team HISD Talent**

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

## School waivers from Board Policy/Guidelines

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2020-2021.

No

If you checked "Yes", the Waiver section below must be completed.

### #1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

No

Rationale for Waiver	Description:
Metrics of Success	Description:

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:

Title of Custom Waiver:
Description:

No

Rationale for Waiver	Description:
Metrics of Success	Description:



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## Student Outcome Data Trends

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

This section gives a high level overview of campus performance by grade level/subject area. Use STAAR performance data (TAPR or accountability tables) from the last three years to complete this section.

[illegible]

## Domain Score Reflection

This section contains guiding questions to help the campus develop accountability goals for the year.

### Domain 1 Reflection

<b>Domain 1 Scale Score</b>		<b>79</b>
Distance from 70		<b>9</b>
<b>Domain 1 Goal Scale Score</b>		<b>86</b>
<i>Consider the following questions to determine the goal for this Domain:</i>		
What changes to the percent of students at Approaches, Meets, and Masters will you need to see to achieve your goal?		
<b>Level</b>	<b>2019 Values</b>	<b>New Value</b>
Approaches	80%	85%
Meets	51%	56%
Masters	24%	30%
What changes to CCMR and/or graduation rate will you need to see to achieve your goal?		
<b>Component</b>	<b>2019 Values</b>	<b>New Value</b>
CCMR Raw Score		
Graduation Rate Raw Score		
Domain 1 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 2 and 3?		

Domain 2 Reflection		
Domain 2a Scale Score		88
Distance from 70		18
Domain 2a Goal Scale Score		91
Domain 2b Scale Score		89
Distance from 70		19
Domain 2b Goal Scale Score		91
<i>Consider the following questions to determine the goal for this Domain:</i>		
What changes to the academic growth raw score will you need to see to achieve your Domain 2a goal?		
2019 Value	New Value	
80	85	
How many more growth points (approximately) would the campus need to receive to achieve this academic growth raw score?		
Goal academic growth raw score	Approximate total number of assessments	Approximate total
85	266	226.1
What changes to the STAAR Performance raw score or the CCMR raw score will you need to see to achieve your Domain 2b goal?		
Approximate value needed for this goal		Difference from current value
STAAR	55	3
CCMR		
If you achieve your goal in Domain 1, will you meet your goal in Domain 2b?		
Yes. By increasing our Domain 1 score to 55 from 52, we will achieve an overall rating of 91 in Domain 2b.		
Domain 2a and 2b Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 3?		
By narrowing in on the individual growth of students and ensuring that student do not regress, we will be able to target specific students to ensure we are providing the necessary support and intervention to help them meet or exceed their growth goal. Focusing on individual student growth will also force us to look at student groups who have failed to meet their growth target for domain 3		

Domain 3 Reflection		
Domain 3 Scale Score		92
Distance from 70		22
Domain 3 Goal Scale Score		100
Consider the following questions to determine the goal for this Domain:		
In each component, how many targets would you need to meet to achieve your Domain 3 goal?		
Component	Which 2-3 student groups had the largest gaps?	Number of targets needed to meet Domain 3 goal
Academic Achievement Status (ELA/Reading)	Continuously and Noncontinuously enrolled and all students	7
Academic Achievement Status (Math)	All met	7
Growth Status (ELA/Reading)	All groups were 10 or more points above target	5
Growth Status (Math)	All groups were 10 or more poits above target	5
Graduation Rate Status	N/A	0
English Language Proficiency Status	9 % above target of 36%	1
Student Success Status	All met (Continuously enrolled and all students were close only being above target by 3 % and 2% respectively	7
School Quality Status	N/A	0
In the All Students column of your Domain 3 data table, how many indicators were evaluated? How many were met?		
5 were evaluated and 5 were met		
How will meeting your Domain 1 or 2 goals impact the All Students column?		
By increasing the number of student at each of the performance categories and increasing the number of students who are demonstrating growth we will increase the percentage in the all students category for Domain 3.		
Domain 3 Goal Summary: What are your key takeaways from this Domain Goal? How will improvement in this Domain impact Domains 1 and 2?		
We need to closely monitor our continuously and non countinously enrolled students to ensure they are making progress and achieving grade level performance to ensure we meet the target in that sub group.		

## HB3 Early Literacy

### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

### Closing the Gaps Student Groups Yearly Targets

Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

## HB3 Early Literacy

SMART Goal: 100% of Eliot students will develop foundational math fluency by grade 3.

Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
All K & Sped teachers will receive training on literacy strategies as well as Principal	Consistent Reading academy attendance	Principal, Teachers, Reading Coach	District / Cohort training	Aug 2020 - May 20201	Benchmarks as outlined through
All students will advance more than one grade level as indicated by their benchmark running records from BOY to EOY	Guided Reading, small group intervention for TIER II and Tier III students, Imagine Language and Literacy for interventions	Teachers, Principal, Reading Coach, Instructional coordinator, Assistant Principal	DRA, Guided reading guidelines and training, Reading interventionist, Partnership with CYCLE, RAZ	Aug 2020 - May 20201	BRR, Guided reading records, Imagine Language and Literacy
100 % of students will pass HFW exam by the end of the year in all administered grade levels	Effective phonics instruction, Effective implementation of multisensory Grammar walls and HFW walls for in person and virtual classrooms	Teachers, Principal, Reading Coach, Instructional coordinator, Assistant Principal	Zoo Phonics, Estrellita, HMH and district planning guides and resources. Virtual learning platforms (HUB & TEAMS)	Aug 2020 - May 20201	Formative and Summative HFW exams

## HB3 Early Literacy Action Plan

Strategy 1-Action Plan	Action Steps	Resources	Deadlines
	All Kinder and Sped teachers will register for and successfully complete the Reading academy training through the cohort. Principal will register and successfully complete the Reading academy for administrators. Kinder and Sped Teachers will meet with Principal Monthly to discuss implementation of strategies from the training	Reading academy Training resources, PLC	Jun-21
Strategy 2-Action Plan	Action Steps	Resources	Deadlines
	Teacher professional development on effective implementation of BRR using RAZ as well as professional development on effectively grouping students and conducting guided reading sessions and engaging students in effective literacy work stations to build fluency and comprehension.	District and school based PD during preservice and throughout the school year on RAZ, Guided reading and effective literacy work stations. Coaching through administrators and reading coach.	Bi Weekly data reviews
Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will be trained on implementing effective phonics instructions through the Zoo Phonics and Estrellita resources. Teachers will establish an interactive multisensory work wall which incorporates high frequency words for both the in person and virtual classrooms	Training on Virtual learning platforms, Zoophonics, Estrellita, Literacy by 3 district resources	HFW evaluation assessments

### HB3 Early Literacy Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	

Challenges?	
Goal met?	



ATTENDANCE - Closing The Student Gaps					DISCIPLINE - Closing The Student Gaps							
Student Groups	2018	2019	2020	Trends	Student Groups	2018 OSS	2019 OSS	2020 OSS	2018 ISS	2019 ISS	2020 ISS	Trends
African American	94.2	94.7	94.3	Low student numbers	African American	0	0	0	0	0	0	Limited use of ISS/OSS
Hispanic	97.4	97.1	97.6	Consistent at around	Hispanic	0	0	2	1	1	0	
White	89.5	98	96.5	Low student numbers	White	0	0	0	0	0	0	
American Indian	-	-	-		American Indian	0	0	0	0	0	0	
Asian	-	-	98.5		Asian	0	0	0	0	0	0	
Pacific Islander	-	-	97		Pacific Islander	0	0	0	0	0	0	
Two or More Races	100	-	-		Two or More Races	0	0	0	0	0	0	
Special Ed	96.4	96.3	97.4	Increasing slightly from	Special Ed	0	0	1	0	0	0	
Eco. Disadv.	97.3	98	98	Consistent with Hispa	Eco. Disadv.	0	0	2	1	1	0	
Special Ed (Former)	-	-	-		Special Ed (Former)	0	0	0	0	0	0	
EL	98.1	97.7	98.2	Higher than all other s	EL	0	0	0	0	0	0	
Cont. Enrolled	-	-	-		Cont. Enrolled	0	0	0	0	0	0	
Non-Cont. Enrolled	-	-	-		Non-Cont. Enrolled	0	0	0	0	0	0	

5 year to year

HB3 Early Literacy														
Yearly Target Goals														
2020		2021		2022		2023		2024						
XX%		XX%		XX%		XX%		XX%						
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
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		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Literacy					
SMART Goal: 100% of Eliot students will develop foundational math fluency by grade 3.					
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100 % of students will pass HFW exam by the end of the year in all administered grade levels	Effective phonics instruction, Effective implementation of multisensory Grammar walls and HFW walls for in person and virtual classrooms	Teachers, Principal, Reading Coach, Instructional coordinator, Assistant Principal	Zoo Phonics, Estrellita, HMH and district planning guides and resources. Virtual learning platforms (HUB & TEAMS)	Aug 2020 - May 20201	Formative and Summative HFW exams
HB3 Early Literacy Action Plan					

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Strategy 3-Action Plan	Action Steps	Resources	Deadlines
	Teachers will be trained on implementing effective phonics instructions through the Zoo Phonics and Estrellita resources. Teachers will establish an interactive multisensory work wall which incorporates high frequency words for both the in person and virtual classrooms	Training on Virtual learning platforms, Zoophonics, Estrellita, Literacy by 3 district resources	HFW evaluation assessments

### HB3 Early Literacy Progress Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Mid-Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	Spring
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
	End of Year
Date of Review	
Major intervention(s)	
Data reviewed	
Achievements?	

Challenges?	
Goal met?	

HB3 Early Math														
Yearly Target Goals														
2020		2021		2022		2023		2024						
XX%		XX%		XX%		XX%		XX%		XX%				
Closing the Gaps Student Groups Yearly Targets														
Grade Level	Assessment	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
		xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

HB3 Early Math					
SMART Goal: 100% of Kinder - 3rd grade students at Eliot Elementary will develop grade level math fluency and numeracy.					
Measurable Objective	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
100 % of students will demonstrate grade level math fluency by the end of the year	All students will receive effective fluency instruction through guided math and digital learning platforms	Teachers, Principal, Instructional coordinator, Assistant Principal, math interventionists	District developed resources for fluency, Box of facts, Manipulative materials and digital manipulative materials	August 2020 - June 2021	Monthly fluency assessments
100% of students will demonstrate more than 1 year of growth as indicated on Renaissance BOY, MOY and EOY assessments	All students will receive tiered intervention based on their level of performance on Renaissance & Circle assessments	Teachers, Principal, Instructional coordinator, Assistant Principal, math interventionists	Imagine Math, Math interventionists, Manipulatives for in person and digital learning, data monitoring tools for progress	August 2020 - June 2021	Renaissance assessments, Monthly data review from Imagine Math
100% of 3rd grade Math teachers, Interventionist, and Tier II Math Lead; will develop a deeper understanding of House Bill 3 as it relates to K-3	Attend 18 hours of district provided PD for HB3	3rd Grade Math Teachers, Assistant Principal, Math Interventionists	District Level PD Provided by Math Curriculum Department	August 2020 - June 2021	Completion Certificates from Professional Development Attended.
HB3 Early Math Action Plan					
Strategy 1-Action Plan	Action Steps		Resources		Deadlines
	Teachers will engage students in daily guided math sessions and intervention activities focusing on grade level math fluency and numeracy. Teachers will use the outline from Book of Facts fluency development system to aid the development of student's fluency development. Interventionists will engage students in prerequisite numeracy and fluency activities to		Box of Facts, digital learning platforms (HUB, TEAMS) digital manipulatives for virtual learning, hands on manipulatives for in person		June 2020 with monthly fluency assessment checks

Strategy 2-Action Plan	prepare them for grade level fluency activities.	learning, fluency work stations	
	<b>Action Steps</b> All students will receive tiered intervention based on their level of performance on Renaissance and Circle assessments. Intervention schedule and rotations will be followed with fidelity and regular progress monitoring will occur for all students. Interventionist and grade level teachers will communicate progress or lack of progress biweekly through shared progress monitoring tools. Teachers and interventionists will effectively use the virtual learning platforms to implement small group interventions in person and through the Imagine math platform with all students.	<b>Resources</b> PD through curriculum department, instructional technology department, and campus based personnel. Digital resources for engaging students in hands on learning activities.	<b>Deadlines</b> October 2020 for PD and Renaissance testing windows for progress monitoring
Strategy 3-Action Plan	<b>Action Steps</b>	<b>Resources</b>	<b>Deadlines</b>
	100% of 3rd grade Math teachers, Interventionist, and Tier II Math Lead; will develop a deeper understanding of House Bill 3	HB3 K-3 Math Proficiency Overview	Jun-21
	HB3 Grade 3 Guided Math and Workstation Overview: The Guided Math table, Four Workstations, and Student Conferences.	HB3 Grade 3 Guided Math and Workstation	
	HB3 Grade 3 Guided Math: Workstations: Numeracy, Problem Solving, Technology/Games, and Writing	HB3 Grade 3 Guided Math: Workstations:	

### HB3 Early Math Monitoring Tool

Date of Review	Fall
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Mid-Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Date of Review	Spring
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On Track?	
Date of Review	End of Year
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

### CCMR Campus Goal Plan

The percentage of graduates that meet the criteria for CCMR will increase from XX% to XX% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

### CCMR Progress Measure 1

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

### CCMR Progress Measure 2

EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
XX%	XX%	XX%	XX%	XX%

#### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

### CCMR Progress Measure 3



EXAMPLE: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

Yearly Target Goals													
2020	2021			2022			2023			2024			
XX%	XX%			XX%			XX%			XX%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolle
2020	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

CCMR Targeted Professional Development Plan					
SMART Goal:					
Progress Measure	Strategy	Staff Members/Title Responsible	Resources	Timeline	Milestones/Evaluation Tool
CCMR Action Plan					
Strategy 1-Action Plan	Action Steps			Resources	Deadlines
Strategy 2-Action Plan	Action Steps			Resources	Deadlines
Strategy 3-Action Plan	Action Steps			Resources	Deadlines
CCMR Progress Monitoring Tool					
Date of Review	Fall				
Major Intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review	Mid-Year				
Major Intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Date of Review	Spring				
Major Intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On Track?					
Date of Review	End of Year				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
Goal met?					

Choose the professional development template to complete for your campus professional development plans with topics that will be presented on specific dates throughout the school year. Utilize Template 2 for topics that will be presented monthly throughout the school year. Refer to SIP Guidance Document appendix for examples

Professional Development Template 1 - PD by Dates				
PD Dates	PD Format	PD Topic	Resources	SIP Goal Alignment
8/24/2020	Teams	SEL/LIM	LIM Coach	Strategy 1
8/25/2020	Teams	Mission/Vision/Conti	Continuity Plan/PPT	G1,3,4 S 1,2
8/26/2020	Teams	Curriculum District provided PD/ Content based	District links for PD	G1,3,4 S 1,2
8/27/2020	Teams	Job Alike - specialized PD/ Curriculum	Curriculum guides/job assignments	G1,3,4 S 1,2,3
8/28/2020	Teams	District provided Virtual instructional bootcamp	HUB/TEAMS	G1,3,4 S 1,2,3
9/1/2020	Teams	Sheltered instruction/ instructional planning	SI coach/ PPT/ Curriculum planning documents	G1,3,4 S 1,2,3
9/2/2020	Teams	Rti / Special Ed / Lit/Math routines	IAT chair/Sped Chair/Reading Coach/Math Dept	G 1,3,4 S1,2,3
9/3/2020	Teams	Data and assessment/TADS	On track/CTC/TADS online training	G1,3,4 S 1-4
9/4/2020	Teams	Handbook/Instructional Planning	Campus handbook/ Planning documents	G1,3,4 S 1,2,3
9/29/2020	Teams	Literacy/Math routines/SEL	Curriculum guides / Writing coach/trauma informed training	G1,3,4 S 1,2,3
10/21/2020	Teams	Sheltered instruction/Writing protocol	SI coach/ ppt/ writing coach	G 1,3,4 S 2,3
2/24/2020	In person	Testing protocols	CTC training ppt	G1,3,4 S 2,3

Professional Development Plan Template 2 - PD by Month				
PD Monthly Focus	PD Format	PD Topic	Resources	SIP Goal Alignment

August – Pre-Service	Virtual	Policy/virtual instruction/SEL/Curri	Curriculum documents/guiding	G1,3,4 S1-4
September	PLC/Faculty Mtg.	SEL/Literacy and	Curriculum	G1,3,4 S1-4
October	PLC/Faculty Mtg.	Interventions/ Writing across the curriculum/Safety	Ontrack, curriculum documents: Admin, CDP, Writing coach	G1,3,4 S2-3
November	PLC/Faculty Mtg.	Dyslexia / Literacy	Dyslexia training, Curriculum dept training	G 3,4 S2-3
December	PLC/Faculty Mtg.	Data Driven Instruction/ SPED/Interventions	Ontrack, Accommodations, Rti/IAT documents	G 3,4 S2-4
January	PLC/Faculty Mtg.	Interventions/ Testing	CTC, Rti, IAT, LPAC	G 3,4 S2-5
February	PLC/Faculty Mtg.	Data driven instruction	Ontrack, Accommodati	G 3,4 S2-6
March	PLC/Faculty Mtg.	Testing/ Sheltered Inst	SI coach,	G 3,4 S2-7
April	PLC/Faculty Mtg.	Data Driven Instruction	Ontrack, curriculum do	G 3,4 S2-8
May	PLC/Faculty Mtg.	Data Driven Instruction	Ontrack, curriculum do	G 3,4 S2-9

an. Utilize Template 1 for PD  
r PD plans with topics that will  
of each template.

**Goal Area: State Compensatory Education** (standard language provided, update data)

• Total amount of State Compensatory Education funds:

\$49,026

• Personnel funded with State Compensatory Education funds:

\$0

• List names here:

• Total number of FTE's funded with State Compensatory Education funds:

0

• Brief description of how these funds are utilized on your campus:

• State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

## Goal Area: Mandated Health Services

### 1. Immunization Monitoring

**Person Responsible** for monitoring immunization requirements, data entry and state reporting requirements:  
Crystal Drake (School Nurse)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on **24, 2020** (include an estimate of number of students that must be screened):

### 2. Vision Screening at Grades PK, K, 1, 3, 5, & 7

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report:  
Crystal Drake (School Nurse)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on **December 11, 2020** (include an estimate of number of students that must be screened):

### 3. Hearing Screening at Grades PK, K, 1, 3, 5, & 7

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report:  
Crystal Drake (School Nurse)

If your campus does not have a certified school nurse or screener, please explain how you will complete this on **December 11, 2020** (include an estimate of number of students that must be screened):

### 4. Type 2 Diabetes Screening at Grades 1, 3, 5, & 7

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report:  
Crystal Drake (School Nurse)

If your campus does not have a certified school nurse or screener please explain how you will complete this on **11, 2020** (include an estimate of number of students that must be screened):

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**5. Spinal Screening at Grades: 6, 9**

**Person Responsible** for screening, data entry, completing referral forms, and submitting state report:

If your campus does not have a certified school nurse or screener, please explain how you will complete this on **2, 2021** (include an estimate of number of students that must be screened):

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**6. Medication Administration**

**Person Responsible** for administering medication including, but not limited to emergency care of students with and life threatening anaphylaxis:

Crystal Drake (School Nurse), Maylee Martinez (Clerk), Claudia Rangel (Clerk), Marie Gaitan (Admin Assistant)

If your campus does not have a certified school nurse, please explain your rationale for not providing this service to meet this ongoing student support need for the school year of 2020-2021:

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**7. AED (Automated External Defibrillators) Monthly Maintenance Check**

**Person Certified** in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and su Health and Medical Services annually.

Crystal Drake (School Nurse)

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain how you will meet this requirement for the 2020-2021 school year (Include the number of AEDs on campus):

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1 or before **October**

1 or before

1 or before

1 or before **December**



1 or before **February**

1 diabetes, seizures,

ce and how you will

submitting report to

1 your rationale and