

Houston Independent School District
149 Emerson Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Houston ISD 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

Houston ISD 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.

Campus Mission and Vision

Emerson Elementary Mission and Vision

The mission of Ralph Waldo Emerson Elementary School is to provide a learning environment where ALL students reach mastery in each subject area and develop a strong character as a global graduate in a safe and positive learning environment. That is to provide the highest quality elementary education in the safest learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Emerson Elementary is an open enrollment school located in West of Houston within the Westchase district. Emerson Elementary offers a Dual language bilingual program, neighborhood GT, special education services through Early Childhood Special Education and Resource teachers as well as a strong core enrichment curriculum that incorporates art, technology and enrichment in core areas math, reading and science. Average class size at Emerson this school year is 25 students per class in grades PreK - fourth and 32 students in fifth grade. Attendance rate during the previous school year was 93%. The school community is both culturally and linguistically diverse with many families living in various apartment complexes including public housing for asylees and refugees. Families come from over 30 different countries. Based on most recent state data, Emerson's students are approximately 64% Hispanic, 16% African American, 10% White (middle eastern), 9% Asian, and about 1% other ethnicities. Emerson is a Title I school serving a community with ever growing needs and challenges. Emerson serves about a thousand and ten children in grades prek-5. Although Emerson is located in the Tanglewood neighborhood single family home area, most students attending live in apartment complexes south and east of the school as distant as the Sands Point neighborhood near Bellaire Boulevard. Emerson is one block from nearby district boundary line, which makes our mobility rate above average at about 27%. In normal times most parents of Emerson children work one or more jobs and participate in school sponsored activities and any time they are called to support their children. Key community members are extremely responsive when called to participate in developing our school improvement plan but do not necessarily volunteer to do so. Emerson keeps a very strong partnership with Sasol NA to provide social and emotional support to some children through Big Brothers, Big Sisters Foundation. Sasol NA also funds STEM professional development for Emerson teachers through the Chemical Education Foundation. Another important partner for Emerson has been Brighter Bites which provides opportunities for teacher to teach healthy food habits to children and fresh produce to Emerson families multiple times a year. During the previous school year HEB has become a constant support and partner through our wrap around services. In addition, our school benefits from ACE after school grant to offer additional in school structured learning time to about 14% of our students.

As of Summer 2022, 72 full time and 5 hourly staff members worked at Emerson: 50 teachers, 7 support staff professionals, 1 AP, 1 Principal, 9 educational aids.

Demographics Strengths

Emerson's distinctive mixture of students demographics makes it an extremely unique campus. Cultural and linguistic diversity is one of our strengths. We have data to prove that newcomer and immigrant children who stay at Emerson for three school years or more not only thrive and achieve at high levels, but acquire high levels of competent in English, become academically successful and active members of the community. The combination of veteran, mid-career and new teachers come to Emerson with a positive and constantly adaptable culture that welcomes and transforms all types of kids and families.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Students show progress and growth in reading and math but performance levels remain below 70% **Root Cause:** Students did not have enough time to recover from learning regression gaps created during COVID pandemic while at the same time showing progress.

Student Learning

Student Learning Summary

The new students who enroll from the Middle East struggle when they enroll into the school because they have significant gaps. Interventionists work with these students to improve in their English Language Skills.

Student Learning Strengths

Students improve when interventions are provided for them in reading and math. The campus is working to improve in the students' academic achievement.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: High number of EB, refugee and asylee students requires staff to focus on language development before academic development. **Root Cause:** School demographics and population continues to shift, instruction is focused on providing best possible support for students needs. Language and literacy take priority.

School Processes & Programs

School Processes & Programs Summary

Emerson Elementary's main focus is to make sure we have the greatest number of staff members working with and supporting students. For the school year 22-23 there are six Pre-k teachers, six teachers in kindergarten, first, second and third grades; five teachers assigned to fourth and the same number to fifth grade; six teacher assigned to the arts, library, science and PE; two full time and two hourly intervention teachers; two special education teachers; one wraparound specialist; one FT nurse; one after school specialist; nine teaching assistants, three of them assigned exclusively to sped students, three assigned to pk; three hourly tutors; two non-instructional aids supporting safety; two instructional specialists; one teacher teacher specialist; one AP, two clerks, one registrar and one principal. We are fortunate to be fully staffed. Our staffing and recruiting efforts are year round. We try to hire from our community, based on our community's needs. More than 75% of our teachers have been at Emerson for over three years, and about 70% have worked at Emerson for over 5 years. We strive to grow our leaders and promote from inside, We have a tiered professional development and support system that includes local coaching and feedback but also partners with outside consultants to address individual teacher needs. Emerson follows district bell schedule 7:30 am to 3:00.

We welcome all students and make every effort to meet their basic, immediate and academic needs. Families are required to follow district guidelines for enrollment and participation but we are flexible considering the challenges of our children. Currently, families can enroll students at Emerson Elementary and participate in dual language, ESL, neighborhood GT, PALS, resource and/or general education programs. We serve 504 and dyslexia students and maintain non-punitive system to help students develop and improve their social and emotional needs.

School Processes & Programs Strengths

Emerson Elementary's main strengths are our focus on clear and efficient systems: we have a step by step process and back up plan for everything related to student safety and student learning. We focus on making sure consistency is evident across classrooms, grade levels and programs. We believe organization and systems are at the base of individualized focus on student, teacher and leader growth. Emerson elementary maintains a detailed, informed, collaborative and accessible data system that allows teachers, support staff and leadership to know and be able to act upon every aspect of our students' learning needs, progress towards their goals and growth when needed, but we also focus on our staff and students' well being by continuously responding to their needs and maintaining open communication. It is our belief that clear and honest feedback is a must as well as the actions taken to improve our community. The great majority of our teachers and staff are always ready to serve and help. Evidence of student learning is present in every classroom and it's a requirement for systematic instructional rigor. Teacher professional growth is scheduled and it is a must if we want to respond to our students diverse needs and challenges. Our new comers and ELs learn English and become proficient in about three continuous school years. Students continuously enrolled achieve academically. High performing teachers grow into leaders.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Economically disadvantaged Tier two and three students had limited improvement in the student performance domain. **Root Cause:** A great deal of time and resources was needed to help students catch up from the pandemic.

Perceptions

Perceptions Summary

It is not uncommon for visitors at Emerson Elementary to tell us how welcome they feel when they step into our campus. We have built a positive and welcoming environment for every member of our school by modeling the community our children deserve and parents expect when they entrust their children to us. Teachers and leadership at Emerson uphold a culture of genuine learning, differentiated support, rigorous teaching, learning that is evident not only for children but for all adults as well. Our main value is a safe and positive high level learning environment for our diverse learners and families. We believe in teamwork, respect for our differences, systematic response to our children's challenges, joy in learning for our children, empathy for our families, and support for our staff. We understand we are far from perfect so we take full responsibility for every aspect of the school: particularly where improvement is needed.

Perceptions Strengths

Our team approach and response to the diversity of needs and characteristics of our children is our strength. Our staff and teachers are uniquely strong and have a high understanding of the pedagogy, the necessary efforts to help our children learn and communicate with their families. Our community perceives Emerson as a diverse school that is responsive to their kids' needs and welcomes the partnership to help them become successful members of our society. Our alumni come back and let us know how special a place Emerson was and continues being.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Students have difficulty with their social and emotional interactions with peers and teachers. **Root Cause:** Students have not had the opportunity to interact or problem solve in with others in a positive way.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

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






Goal 1: The percentage of students in grades 3-5 performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase by at least 5 percentage points from 35% to 40%.

Strategic Priorities:

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






Measurable Objective 1: 100% of classroom teachers will execute sheltered instruction strategies and language supports to support EB students to increase reading proficiency.

Evaluation Data Sources: Weekly walkthroughs and written feedback, end of unit assessments, formative assessments. running records growth trackers

Strategy 1 Details	Reviews			
Strategy 1: Provide at least monthly training and resources for teachers on sheltered instruction / student discourse, to effectively include strategies throughout lessons. Strategy's Expected Result/Impact: Improve and build explicit instruction to increase academic and English language proficiency Staff Responsible for Monitoring: Teachers, instructional specialist, interventionists, Principal Action Steps: 1. Identify teacher by level of expertise 2. Retrain teachers in sheltered instruction 3. Teachers will attend weekly PLCs that include SI strategies and resources to assist in language support.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: 100% of reading ELA teachers will incorporate a minimum of 20 minutes of independent reading and one-on-one coaching to students daily to improve students' reading accuracy, fluency, and comprehension.

Evaluation Data Sources: Lesson plans, weekly walkthrough, data trackers, running records, REN 360, student reading logs

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate designated time in literacy block for independent reading daily. Strategy's Expected Result/Impact: Students will grow in their reading levels to improve reading proficiency and stamina Staff Responsible for Monitoring: Teachers, Teacher Specialist, AP, Principal Action Steps: 1. PLC focused on independent reading and reading conferences to develop strategies and knowledge 2. Provide teachers with resources, steps, and practices to implement independent reading.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of teachers will be trained and implement small group instruction to support and improve reading proficiency.

Evaluation Data Sources: Lesson plans, weekly walkthrough, data trackers, running record, teacher PD artifacts, plans

Strategy 1 Details	Reviews			
Strategy 1: Provide individualized training/professional development for teachers based on their level of training and expertise. Strategy's Expected Result/Impact: Implementation of small group instruction will improve student reading proficiency Staff Responsible for Monitoring: Houston A+, Instructional Specialist, Teachers, Interventionists, Principal Action Steps: 1. Identify teacher support and level of expertise for small group 2. Biweekly PLCs focused on strategies for small group 3. Houston A+ meetings focused on small group instructional strategies and provide resources and examples 4. Walkthroughs and observations during teacher small group time 5. Debrief about walkthrough and observation 6. Model small group lesson if needed	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 2: HB3: In Second Grade, students reading in English on or above grade level will increase from 50% to 58% based on the EOY Renaissance Universal Screener

Strategic Priorities:

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






Measurable Objective 1:

100% of Second Grade teachers will complete the Texas Reading Academy to increase knowledge and implementation of evidence-based practices to positively impact student literacy achievement.

Evaluation Data Sources: Renaissance MOY-EOY assessment

Weekly walkthrough to observe and provide feedback of literacy/phonological awareness/phonics practices








HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will complete the 12 modules/60 hours and schedule time with coordinator for support Strategy's Expected Result/Impact: Impact student literacy development, achievement, explicit/systematic instruction Staff Responsible for Monitoring: First Grade teachers, reading specialist, Principal Action Steps: 1. Attend HB3 scheduled training 2. Teachers will complete Modules and artifacts following the HB3 calendar 3. Teachers who need support will schedule time with HISD HB3 school coordinator		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 100% of K-2 teachers will explicitly teach phonics and phonological awareness to support reading proficiency

Evaluation Data Sources: Really Great Reading utilization, daily and weekly walkthroughs, observations, PLCs, lesson plans






HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: K-2 teachers will designate 30 minutes of explicit instruction designated for phonics and phonological awareness. Strategy's Expected Result/Impact: Increase student foundational skills and reading proficiency Staff Responsible for Monitoring: Teachers, Reading Specialist, Interventionists, Principal Action Steps: 1. Attend RGR training and implementation trainings 2. Focus on instructional strategies during PLC to help students with foundational skills 3. Track and monitor student growth on data tracker using phonics assessments to help drive instruction 4. Schedule PD with RGR Implementation specialist if needed		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 100% of teachers will be trained in and implement small group instruction to support and improve reading proficiency.

Evaluation Data Sources: Lesson plans, weekly walkthrough, data trackers, running records,

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: ELA teachers will receive professional development and coaching from Houston A+ Challenge/Coach focused on differentiation and small group instruction Strategy's Expected Result/Impact: Increase student reading proficiency and provide individualized instruction based on student needs Action Steps: 1. Review BOY data 2. Teachers tier their small groups 3. During PLC, provide small group videos, examples, strategies and resources to support teachers in planning their small group 4. PD and resources scheduled with A+ to support differentiation and small group 5. Teacher feedback		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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 3: For grades K-3, the percentage of students reading in English on or above grade level will increase from 33% to 40% (measured by EOY Renaissance Universal Screener and EOY Benchmark Running Records)

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach








Measurable Objective 1: 100% of K-3rd teachers will implement evidence-based practices from The Science of Teaching reading to increase knowledge that positively impact student literacy achievement.

Evaluation Data Sources: Renaissance MOY-EOY assessment

MOY-EOY Benchmark Running Records






Qualitative data from Weekly walkthrough to observe and provide feedback of literacy/phonological awareness/phonics practices

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will designate 30 minutes of explicit instruction designated for phonics and phonological awareness. Strategy's Expected Result/Impact: Increase student foundational skills and reading proficiency Staff Responsible for Monitoring: Teachers, Reading Specialist, Interventionists, Principal Action Steps: 1. Implement practices from Really Great Reading 2. Focus on strategies during PLC to help students with foundational skills 3. Track and monitor student growth on data tracker using phonics assessments to help drive instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of teachers will incorporate 10-20 minutes of independent reading daily to improve students' reading accuracy, fluency, and comprehension.

Evaluation Data Sources: Students running records reports.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will incorporate designated time in literacy block for independent reading Strategy's Expected Result/Impact: Students will grow in their reading to improve reading proficiency Staff Responsible for Monitoring: Teachers, Teacher Specialist, Principal	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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






Goal 1: The percentage of students in grades 3-5 performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 37% to 40% by Spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: 100% of new math teachers and 75% of returning teachers in grades 3-5 will participate in professional development aligned to providing Tier 1 instruction.

Evaluation Data Sources: Teacher attendance records for professional development cohort.

Strategy 1 Details	Reviews			
Strategy 1: Participate in Vontoure Math Cohort planning and professional development. Strategy's Expected Result/Impact: Teacher math lesson plans and instruction will reflect strategies and resources taught in Vontoure math PDs. Staff Responsible for Monitoring: Principal, Teacher Specialist, Instructional Specialist, A+ Math Coach Action Steps: 1. Identify professional development cohort dates 2. Provide coverage for teachers participating in math professional development 3. Evaluate teacher lesson plans and instruction on implementation of professional development resources and strategies. TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of math classrooms will implement problem solving and number fluency strategies daily.

Evaluation Data Sources: Lesson plans will include problem solving
Weekly monitoring for implementation and feedback

Strategy 1 Details	Reviews			
Strategy 1: All teachers in grades 1-5 will utilize the problem solving journal during tier 1 instruction and independent work time. Strategy's Expected Result/Impact: Problem solving will be embedded into daily instruction Staff Responsible for Monitoring: 1-5 teachers, Teacher Specialists, Instructional Specialists Action Steps: 1. Ensure all classrooms have necessary materials 2. Train teachers on district math resources available for problem solving. 3. Provide teachers with feedback on implementation of routines. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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






Goal 2: MATH: Increase the number of 3rd - 5th grade students performing at or above grade level as measured by EOY Renaissance 360 Universal Screener by 5% compared to the previous school year.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: 100% of math teachers in 3rd-5th grade will receive professional development in various modalities including small group instruction, mini-lessons, and problem solving.

Evaluation Data Sources: Weekly monitoring for implementation and feedback.
MOY and EOY Renaissance Universal Screener assessments.

Strategy 1 Details	Reviews			
Strategy 1: Participate in Vontoure Learning professional developments, biweekly Math PLCs, and coaching from A+ Challenge to plan and implement high yield instructional strategies. Strategy's Expected Result/Impact: Increase 3rd-5th students performing at or above grade-level on their EOY Renaissance Screener by 5% compared to the previous school year. Staff Responsible for Monitoring: 3rd-5th math teachers, Teacher Specialist, Instructional Specialist, Principal Action Steps: 1. Attend Vontoure trainings 2. Attend bi-weekly math PLCs for planning 3. Meet with A+ Coach for feedback	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Measurable Objective 2: By June 2023, all students below grade level on the BOY Renaissance Universal Screener will demonstrate one year or more of academic growth in math as measured by the EOY Renaissance Universal Screener.

Evaluation Data Sources: MOY and EOY Renaissance Universal Screener
District snapshots, common assessments, exit tickets

Strategy 1 Details		Reviews			
Strategy 1: Implement 6 week data talks with 100% of 1st-5th math teachers to analyze and use data collected from district and common assessments to differentiate small group instruction. Strategy's Expected Result/Impact: Students below grade level during BOY Renaissance Universal Screener will show at least one-year of math academic growth by June 2023. Staff Responsible for Monitoring: 1st-5th math teachers, Teacher Specialist, Interventionists Action Steps: 1. Assessment calendar to plan out common and district assessments 2. Plan 6 week data talks with teachers on calendar 3. Administer common and district assessments 4. Teachers and Teacher Specialist will meet to analyze and use data to identify TEKS and targeted students to focus on 5. Use data to differentiate in small group instruction		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 100% of students will utilize software-based differentiated resources at least 3 times a week for a total of 45 minutes per week.

Evaluation Data Sources: Software reports weekly

Strategy 1 Details		Reviews			
Strategy 1: 100% of teachers will incorporate software based resources into independent work time. Strategy's Expected Result/Impact: Software base benchmarks will show student growth Staff Responsible for Monitoring: 3rd-5th math teachers, Teacher Specialist, Media Specialist Action Steps: 1. Teachers will identify student groups 2. Teachers will create a schedule for each group to use software base resource 3. Adjust schedule as needed throughout cycles		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Goal 3: HB3: In Pre-K and Kinder ESL, to increase the number of students at or above grade level on EOY Circle/KEA assessment to 92%. In Pre-K and Kinder Dual Language, to increase the number of students at or above grade level on EOY Circle/KEA assessment to 96%. In grades 1st-2nd to increase the number of students performing at or above grade level as measured by EOY Renaissance 360 Universal Screener by 7% compared to the previous school year.






Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of Pre K-2nd grade math teachers will receive professional development in various modalities including mini-lessons, small group instruction, and problem solving.






Evaluation Data Sources: Weekly monitoring for implementation and feedback.

MOY and EOY Renaissance Universal Screener assessment

Strategy 1 Details	Reviews			
Strategy 1: Participate in Vontoure Learning professional developments and biweekly PLCs. Strategy's Expected Result/Impact: Increase the number of students performing at or above grade level by 7% as measured by EOY Renaissance 360 as compared to the previous school year. Staff Responsible for Monitoring: PreK-2nd grade Math teachers, math specialist, interventionist, Principal Action Steps: 1. Attend Vontoure trainings. 2. Bi-weekly PLCs to backwards plan. 3. Use the data to target differentiation in small group instruction 4. Teachers and math specialist will meet to analyze and use data to identify TEKS to focus on	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Implement number fluency routines in 100% of developing teachers classrooms in grades Pre-K and Kinder.

Evaluation Data Sources: Teachers will implement Number Talks and use district/teacher created resources.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Number Talks and use district/teacher created resources. Strategy's Expected Result/Impact: 92% of Pre-K and Kinder ESL students will be at or above grade level as assessed by EOY Circle Assessment. 96% of Pre-K and Kinder DL students will be at or above grade level as assessed by EOY Circle Assessment. In grades 1st-2nd increase the number of students performing at or above grade level as measured by EOY Renaissance 360 Universal Screener by 7% Staff Responsible for Monitoring: Pre-K, Kinder, 1st and 2nd grade teachers, instructional specialists, teacher specialist Action Steps: 1. Identify effective teaching models to train new, emerging, and developing teachers. 2. Train teachers on effective number fluency delivery. 3. Monitor teacher instruction 4. Provide feedback 5. Analyze student data to drive instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: Increase the percentage of students who meet the criteria for college and career readiness.

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

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading will increase from 29% to at least 37%.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of Special Education students will meet their annual IEP goals and objectives in the designated areas of need per their 2021-2022 annual ARD.

Evaluation Data Sources: STAAR Reading and math
IEP progress reports
Work samples

Strategy 1 Details		Reviews			
Strategy 1: All teachers that service SPED students will implement the students IEP with fidelity and track the accommodations and goal progress weekly to make sure that progress is being made. Strategy's Expected Result/Impact: 100% of Special Education students will make progress on their IEP goals as		Formative			Summative
		Nov	Jan	Mar	June

tracked by progress document

Staff Responsible for Monitoring: Resource Teacher

SPED chair

Classroom teachers

Speech therapist

Reading and Math Interventionists

Action Steps: 1. All teachers will be given a copy of students IEP at a glance in a SPED folder and Google Doc (classroom and testing accommodations, SPED goals, service schedule, disability) by end of August 2022.

2. Teachers will be trained on reading a students IEP and digging deeper into how they can support the students learning in the general education classroom by end of August 2022.

3. Copies of supplemental aids, behavior support plans, accommodation and goal trackers will be given to teachers in a folder and in an electronic document and updated after every annual ARD.

4. Teachers will attend ARD meetings to discuss the growth and specific STAAR designated supports needed to be successful yearly.

5. Teachers will fill out students PLAAFP document prior to the ARD to identify in the general education classroom the areas of strengths and weaknesses.

6. Teachers will use a data tracking system to track the growth on different district assessments throughout the year in reading and math to make sure adequate growth is being made to meet growth goal every 6 weeks.

7. Teachers and case managers will meet every 8 weeks to discuss students current progress and if next steps are needed when growth is not met.



No Progress



Accomplished



Continue/Modify



Discontinue






Measurable Objective 2: SPECIAL EDUCATION

100% of 4th and 5th Special Education students will meet their STAAR progress growth goal in their targeted IEP areas.

Evaluation Data Sources: STAAR data

Running Records

Ren 360

Strategy 1 Details	Reviews			
<p>Strategy 1: 4th and 5th Special Education students will meet their progress growth goals throughout the 22-23 school year in reading and math on common assessments and snapshots tracked through the growth data tracker.</p> <p>Strategy's Expected Result/Impact: 100% of SPED students will continuously make growth on data points monitored on the growth tracker throughout the school year.</p> <p>Staff Responsible for Monitoring: Resource Teacher SPED chair Classroom teachers Speech therapist Reading and Math Interventionists</p> <p>Action Steps: 1. Data talks with the SPED Resource teacher and the general education teacher. 2. Annual ARDS to discuss progress and lack of progress. 3. If lack of progress, edit the students IEP to address the areas of need. 4. IEP progress report cards every 3 weeks sent to parents and teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 2: The percentage of EB students growing at least one proficiency level in TELPAS will increase by at least 8%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency







Measurable Objective 1: 100% of teachers will plan and implement high quality curriculum and assessments to increase the percentage of students growing at least one proficiency level in TELPAS.

Evaluation Data Sources: Classroom observation data

Ren360

TELPAS

Running Records



Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize high quality instructional materials and implement during instruction to impact the highest number of students. Strategy's Expected Result/Impact: The percentage of students at meets and master will increase. Staff Responsible for Monitoring: Instructional specialist Action Steps: 1. Develop unit assessments. 2. Use unit assessments during PLC to backwards plan and adjust lessons. 3. Follow up with teachers on implementation of instructional strategies discussed during PLC.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will implement a campus wide framework for classroom culture that emphasizes student language development. Strategy's Expected Result/Impact: The percentage of EB performing at approaches, meets and masters will increase. Staff Responsible for Monitoring: Instructional Specialists Action Steps: 1. Provide professional development on language acquisition using multilingual. 2. Include time during PLC to discuss specific language acquisition strategies that will be used that week. 3. Follow up by providing coaching and feedback on the implementation of strategies discussed during PLC.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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

Goal 3: The number of new-comer students that reach approaches in STAAR will increase by at least 10%

Measurable Objective 1: New-comer students will be scheduled with ELD targeted instruction during the school day to increase the number of students reaching approaches.

Evaluation Data Sources: Ren360
TELPAS
Running Records

Strategy 1 Details	Reviews			
Strategy 1: New-comer student will be provided with an ELD block during the school day. Strategy's Expected Result/Impact: The number of new-comer students that reach approaches in STAAR will increase by at least 10% Staff Responsible for Monitoring: Lead team Action Steps: 1. Identify all new-comer students. 2. Create a schedule to include ELD during core enrichment. 3. Track and monitor student receiving ELD. 4. Train core teacher on ELD strategies.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: New-comers will be mentored by multilingual tutor by providing academic and SEL support. Strategy's Expected Result/Impact: The number of new-comer students that reach approaches in STAAR will increase by at least 10% Staff Responsible for Monitoring: Lead team Action Steps: 1. Identify new-comer students. 2. Create a daily pull out and push in schedule for tutor. 3. Meet with tutor weekly to track and monitor student needs. 4. Adjust schedule as needed.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: New-comer students will be provided with after school ELD enrichment. Strategy's Expected Result/Impact: The number of new-comer students that reach approaches in STAAR will increase by at least 10% Staff Responsible for Monitoring: Lead team Action Steps: 1. Identify all 4th grade new-comers 2. Contact parents to invite students to ELD after school club 3. Create a roster to track and monitor student growth 4. Schedule weekly check ins with after school teacher to assess needs 5. Follow up on students unable to attend after school ELD club	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE






Increase daily attendance average from 93% to 95%.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency






Measurable Objective 1: 100% of teachers will contact the parents of absent students to increase daily attendance average.

Evaluation Data Sources: HISD Connect attendance reports

Strategy 1 Details		Reviews			
Strategy 1: Grades 1 - 5 Classroom teachers will implement system to track absent students and contact parents daily. Strategy's Expected Result/Impact: Daily attendance average will increase from 92% to 95% by the end of the school year. Staff Responsible for Monitoring: Registrar Teachers Appraisers Principal Action Steps: 1. Teacher will take attendance and report any absent students to registrar. 2. Registrar will provide a report of all absent students to lead team. 3. Teachers will contact parents/guardians of absent students. 4. Teacher will track and document contact with parents. 5. Registrar will schedule a parent conference after 3 unexcused absences with parent. 6. Monthly attendance data meetings with appraiser will be scheduled.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 2: Attendance committee will meet weekly to find strategies to support families of students who have accumulated more than 3 absences.

Evaluation Data Sources: HISD Connect attendance reports, attendance committee action steps and meeting notes.

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate a system to take prompt action to address parents of students who complete multiple (more than 2) unexcused absences in a given six-week grading cycle.</p> <p>Strategy's Expected Result/Impact: Daily attendance average will increase from 92% to 95% by the end of the school year.</p> <p>Staff Responsible for Monitoring: Pre-K and K teachers Registrar Appraisers Principal</p> <p>Action Steps: 1. Communicate with parents about clear attendance expectations during registration. 2. Track students who start showing a pattern of unexcused absences. 3. Communicate and send reminders through class dojo to all parents about attendance. 4. Schedule parent conference any time any pre-k or k student completes more than 2 unexcused absences 5. Monitor for compliance: kids are at school. 6. Wraparound referral or home visit by school staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Board Goal 5: N/A - Additional Campus Goals






Goal 2: DISCIPLINE

100% of teachers will implement social and emotional learning curriculum to build relationships with students and to decrease out of school suspensions by at least 70%.

Measurable Objective 1: 100% of teachers will use Second Step to create a positive student and classroom culture to decrease discipline referrals.

Evaluation Data Sources: Behavior tracker
PowerSchool discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% of teachers will explicitly teach and incorporate Second Step during recess one a week to ensure that they are meeting the SEL needs of all students.</p> <p>Strategy's Expected Result/Impact: This will decrease the number of level 1 and 2 discipline referrals.</p> <p>Staff Responsible for Monitoring: SEL coordinator Counselor Wraparound Specialist Appraisers Principal</p> <p>Action Steps: 1-Train all teachers on Second Step. 2-Identify teachers that will need support implementing Second Step. 3-Counselor and SEL Specialist will model lessons as needed. 4-Teachers will incorporate Second Step in their recess schedule once a week.</p>				

Strategy 2 Details	Reviews			
Strategy 2: 100% of staff members will participate in school wide implementation of monthly virtues to promote positive school culture. Strategy's Expected Result/Impact: The number of discipline referrals will decrease by at least 5% Staff Responsible for Monitoring: SEL coordinator Counselor Wraparound Specialist Appraisers Principal Action Steps: 1. Create monthly virtues calendar. 2. Promote monthly virtues throughout the school. 3. Follow up with teachers on implementation of monthly virtues. 4. Teachers will promote monthly virtue daily and choose one students who has shown significant growth that month. 5. A monthly ceremony will be scheduled to recognize students who have consistently modeled the monthly virtue.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

100% teachers and staff observing outcries of self-harm, depression, suicidal ideation, and/ or campus threats will report it to the school safety team captain so that the any incident will be resolved the same day.






Measurable Objective 1: 100% of suicidal ideation, depression or self harm incidents will be reported to counselor the same day so that the child receives services immediately.

Evaluation Data Sources: Purple Data
Behavior Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Staff will have a standard method of reporting outcries to the school counselor designee and the counselor designee will follow clear steps to address student safety concerns.</p> <p>Strategy's Expected Result/Impact: 100% of students who display suicidal ideation, depression or anxiety will be provided immediate services to address any safety concern.</p> <p>Staff Responsible for Monitoring: Counselor SEL Specialist Wraparound Specialist Assistant Principal</p> <p>Action Steps: 1-All teachers will be trained on standard method for reporting students who are experiencing suicidal ideation, self harm or depression. 2-Counselor will contact the SEL department to report incident. 3-Counselor will contact parents. 4-Counselor will collaborate with wraparound specialist and parents to provide the student with counseling services. 5. Counselor will provide services as needed for the students who displays suicidal ideation, depression or anxiety.</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: 100% of teachers and staff will follow protocols and procedures for reporting bullying.

Evaluation Data Sources: Power School discipline reports
Purple Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will be trained on the expectations to document and report bullying incidents. Strategy's Expected Result/Impact: Bullying incidents will decrease from 12 incidents to at least 8 incidents. Staff Responsible for Monitoring: Counselor SEL Specialist Wraparound Specialist Assistant Principal Action Steps: 1-All Teachers on procedures and protocols for reporting bullying incidents. 2-Administrator will contact parents immediately after a bullying incident is reported. 3-Teachers will use circles to prevent bullying in the classroom. 4-Counselor will have ongoing bullying prevention events throughout the school year.	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals


Goal 4: SPECIAL POPULATIONS: EB, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc. with a focus on White (middle eastern) and Special Education students will meet their targets in Reading and Math as measured by STAAR, under Domain 3: Closing the Gaps; Academic Growth targets.







Strategic Priorities:

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

Measurable Objective 1: 100% of students in grades 4 and 5 receiving pullout intervention in reading, will meet or exceed their growth goal on STAAR Reading.



Evaluation Data Sources: STAAR Reading






Strategy 1 Details		Reviews			
Strategy 1: Reading interventionists will use Developing Metacognitive Strategies program (Neuhaus), Reading by Design, Basic Language Skills and Guided Reading programs to deliver small group instruction to 4th and 5th grade Tier 3 students. Strategy's Expected Result/Impact: 100% of students receiving pullout intervention will meet their growth goal on STAAR Reading (Domain 2). Staff Responsible for Monitoring: Instructional Specialist Interventionists School Principal RTI coordinator IAT coordinator Action Steps: 1. Instructional Specialist will identify students needing pullout reading intervention based on 21-22 EOY running record, REN 360 Reading Screener , previous students in RTI or IAT and STAAR results. 2. Interventionists will be trained on the intervention programs used by September 2022. 3. Pullout intervention will begin the 2nd month of school and student progress will be monitored weekly. TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details		Reviews			
Strategy 2: Reading interventionists will identify the skill deficits and set up goals for individual students and then progress monitor their growth towards their goals Strategy's Expected Result/Impact: 100% of students will make growth on their skill deficits to close their achievement gaps Staff Responsible for Monitoring: RTI coordinator IAT coordinator Instructional Specialist Interventionists School Principal Action Steps: 1. Interventionists will identify a foundational skill deficit for each student to teach and progress monitor. 2. Interventionists will use research based strategies to teach the skills in small group. 3. Reading manipulatives, visuals and supplemental aids will be used to create a multi-sensory approach to learning. 4. Student grouping for intervention will be adjusted based on student progress and evaluation of data and deficits (above) every 6 weeks. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Reading interventionists will have RTI PLC meetings every 6-8 weeks with the specific teachers of the students they service to discuss the students progress and ways they can collaborate to support the students both in the classroom and in small group. Strategy's Expected Result/Impact: Teachers will have collaborative approach with the interventionist to teaching the students in a multi-sensory way specific to their individual learning style and needs. Staff Responsible for Monitoring: Instructional Specialist Reading Interventionists School Principal RTI specialist IAT coordinator Math teacher Action Steps: 1. Interventionists will meet with Instructional Specialist and classroom teachers every 6 weeks to evaluate student progress towards growth goals as measured by snapshots, running records, and the universal Screener (RTI PLCs) 2. Student grouping for intervention will be adjusted based on student progress and evaluation of data and deficits (above) every 6 weeks. 3. Students not making adequate process will be referred to IAT during the RTI PLC. 4. Process will repeat throughout the school year 2021-2022.		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 2: 100% of students in grades 4 and 5 receiving pullout intervention in math, will meet or exceed their growth goal on STAAR math.






Evaluation Data Sources: STAAR math

Strategy 1 Details	Reviews			
Strategy 1: Math interventionists will use research based intervention resources to deliver small group instruction to 4th and 5th grade Tier 3 students. Strategy's Expected Result/Impact: 100% of students in 4th and 5th grade receiving pullout intervention will meet their growth goal on STAAR Reading (Domain 2). Staff Responsible for Monitoring: Instructional Specialist Math Interventionists School Principal RTI specialist IAT coordinator Math teacher Action Steps: 1. Resources provided for interventionists-Kathy Richardson, Think Up, Region 4, STAAR focus, Countdown to STAAR, Engaging math and Imagine Math. 2. Training on the research based interventions. 3. Identify students needs for designated supports and implement them (extra time, oral administration, math manipulatives, supplemental aids, calculation aids, content and language supports)	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Math interventionists will identify the skill deficits and set up goals for individual students and then progress monitor their growth towards their goals. Strategy's Expected Result/Impact: 100% of students will make growth on their skill deficits to close their achievement gaps Staff Responsible for Monitoring: Math Interventionists RTI coordinator Math teachers Math specialist Action Steps: 1. Interventionists will identify a foundational skill deficit for each student to teach and progress monitor. 2. Interventionists will use research based strategies to teach the skills in small group. 3. Math manipulatives and supplemental aids will be used to create a multi-sensory approach to learning.	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Math interventionists will have RTI PLC meetings every 6-8 weeks with the specific teachers of the students they service to discuss the students progress and ways they can collaborate to support the students. Strategy's Expected Result/Impact: Teachers will have collaborative approach with the interventionist to teaching the students in a multi-sensory way specific to their individual learning style and needs. Staff Responsible for Monitoring: IAT coordinator Math Interventionists RTI coordinator Math teachers Math specialist Action Steps: 1. Set up reoccurring RTI PLC's with each teacher of students the interventionists service and send calendar invites for dates and times. 2. Have PM data available to discuss at RTI PLC to show how the students are progressing, or not progressing to their goals. 3. Write up a summary per student for the teacher with the following information: *Intervention used, summary of students outcomes and data , intervention strategies used, evidence- how we know students are learning and growing, if students are not growing then what our the next steps Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of students identified as At Risk based off of the At-Risk Criteria receiving supplemental instruction exit the program if applicable.

Evaluation Data Sources: At Risk coding






Strategy 1 Details	Reviews			
Strategy 1: Students identified as At Risk will receive interventions and counseling. Strategy's Expected Result/Impact: Students identified At Risk will exit the program is applicable. Staff Responsible for Monitoring: At Risk Committee, Interventionist , SIR. Teachers Action Steps: 1. Identify at Risk students 2. Review data to tier students 3.Create intervention schedule	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT






Measurable Objective 1: Increase families attendance by 50% for academic family night events.

Evaluation Data Sources: Parent attendance data for school wide events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host monthly family events throughout school year. Strategy's Expected Result/Impact: Families will engage in school events throughout the year. Staff Responsible for Monitoring: Teachers, Teacher Specialists, Instructional Specialists, SEL Team, Principal Action Steps: 1.. Create a calendar of school events 2. Teachers sign up to help with school events 3. Have flyers and information for parents to take home 4. Title 1 sign in sheets for parent attendance				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				






Measurable Objective 2: 100% of staff members are using a consistent communication method to connect with parents and keep community informed about classroom activities, grade level and/or school events.

Evaluation Data Sources: Monitor Class Dojo utilization by teachers.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers will maintain a class dojo platform for their assigned students and groups to communicate openly with parents. Strategy's Expected Result/Impact: All parents will receive timely communication from teachers and will be able to reach teachers directly through the platform. Staff Responsible for Monitoring: Leadership team, appraisers Action Steps: 1. School account created 2. Teacher accounts created 3. Teachers set up classroom and send parent codes 4. Teacher and parents keep open communication throughout school year				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Measurable Objective 3: 100% of PK-5th teachers will hold Academic Parent Teacher Team meetings during the 2022-2023 school year.

Evaluation Data Sources: APTT sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Implement Academic Parent Teacher teams to build relationships between the teacher and family and provide resources to families to support their students at home. Strategy's Expected Result/Impact: Student achievement levels will increase due to parent engagement Staff Responsible for Monitoring: Classroom teachers, Instructional Specialists, Principal, Assistant Principal Action Steps: 1. Establish school wide system for opportunities for parents to engage 2. Train teachers on communicating student academic needs to parents 3. Create a APTT calendar for teachers and parents 4. Send home flyers and information about APTT events prior 5. Teachers provide resources for families when they attend meetings 6. Follow up with teachers and parents to see impact on student achievement and school culture	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: 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.

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estrella Gonzalez
Estimated number of students to be screened: 1000

Measurable Objective 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 9, 2022.

Evaluation Data Sources: Vision screening data entry and state reporting for all students completed by SCHOOL NURSE: Estrella Gonzalez.
Estimated number of students to be screened: 1000

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or Screener on or before December 9, 2021.

Evaluation Data Sources: Hearing Screening data entry and state reporting for all students completed by SCHOOL NURSE: Estrella Gonzalez.
Estimated number of students to be screened: 1000

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or Screener on or before December 9, 2021.

Evaluation Data Sources: Hearing Screening data entry and state reporting for all students completed by SCHOOL NURSE: Estrella Gonzalez.
Estimated number of students to be screened: 1000

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

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

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Estrella Gonzalez, RN
Number of AEDs on campus: 2

Board Goal 5: N/A - Additional Campus Goals






Goal 7: 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: 30% of families will participate in Brighter Bites healthy food habits and nutrition education as well as receiving fresh produce periodically throughout the school year.

Evaluation Data Sources: Brighter Bites registration roster

Catch healthy food lessons observation reports

Strategy 1 Details	Reviews			
Strategy 1: Enroll as many families as possible in the fresh produce, healthy eating program in partnership with Brighter Bites. Strategy's Expected Result/Impact: Young children learn benefits of healthy eating early on in their elementary school education Staff Responsible for Monitoring: School leadership team wraparound specialist Action Steps: 1. Teachers trained during pre-service on how to teach catch lessons 2. Enrollment families during pre-service, meet the teachers, and dismissal 3. Catch lessons implemented in classrooms 4. Fresh produce will be distributed to participating families	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: OTHER UNMET (If applicable)

State Compensatory

Budget for 149 Emerson Elementary School

Total SCE Funds: \$36,773.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Funding provided as of the date has been used primarily to supplement and support regular and bilingual education programs in grades PreK- 2. These funding is also used to pay for in classroom support and PD in Math and literacy as well as for teachers working directly with students after school. SCE funds are also used to procure reading materials and supplies , equipment, furniture, and resources needed for influx of refugee students.

Personnel for 149 Emerson Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
David Nosrat	Teacher EC- 4	1
Olalla Aballe Garrido	Tchr, bilingual Pre-K	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive needs assessment was developed as part of planning and decision making. As a Title I school we have the responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. At Emerson, leadership in collaboration with key teacher leaders and school partners developed the comprehensive needs assessment (CNA). The most urgent need for the school year 21-22 is to address teacher capacity to not only grow student learning but to help students perform on or above grade level. In addition, a large influx of refugee students from Afghanistan will require additional English language development programs and systems across the school and beyond the regular school day.

Title I is used mainly to :

Fund FT and hourly interventionists: 2

Fund schoolwide differentiated teacher professional development- A+ rdg and math, Vontoure math.

During and after school intervention.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of leadership team, key teacher leaders, parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders.

Stakeholders were involved with the development of this plan in the following ways: Teams of teachers analyzed school data and provided feedback to set goals, determine needs and to plan for addressing the needs. School partners, Community members and parent representative were invited to plan design and to determine goals.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan.

At our campus, regular monitoring of the implementation of strategies and students' progress includes: Biweekly, monthly or immediately after assessments, data disaggregation, analysis and plan for learning, intervention and support. Ongoing analysis of data trends related to attendance, performance, basic and social and emotional needs.

Daily classroom walkthroughs and immediate feedback to teachers.

Targeted teacher support.

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

The SIP is available to parents in the following locations: -Front office

The SIP was made available to parents by: - Sending general communication informing parents plan is available.

Discussing goal during open house

We provide the SIP to parents in the following languages: English, Spanish

2.4: Opportunities for all children to meet State standards

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

- Ongoing planning, teaching, assessment and systematic interventions.
- Systematic and targeted PD program for literacy, math and science teachers.
- Daily monitoring and feedback of instruction.
- During and after school small group pull out interventions.
- Core enrichment and access to the arts and a rich varied curriculum.
- Addition of English language development support system for new comers.

2.5: Increased learning time and well-rounded education

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

Focus on priorities: high quality instructional planning, high quality instructional materials, Differentiated support for each population of students.

Systematic teacher support, PD, observation, feedback, accountability and next steps.

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

A critical campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly Emergent bilingual, special ed and at risk students who may not meet the challenging State academic standards at meets and masters levels of student achievement.

The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments.

Examples include the following: Building teacher capacity in their content areas and instructional areas: Literacy, math, Proficient Tier 1 explicit instruction taking place in all content areas: Reading, Math, Science, Periodic AT BATs: Math, science

Small Group Instruction based on student data needs: reading, math

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Emerson leadership conducts periodic evaluation and revision of goals and strategies based upon student data trends, teacher appraisal data trends, and shifting priorities.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent
- Wrap around Specialist
- Classroom Teachers.
- School partners

The PFE was distributed

- On the campus website
- Printed
- Through Dojo

The languages in which the PFE was distributed include

- English
- Spanish

4.2: Offer flexible number of parent involvement meetings

Date	Time
1A. Sept. 13, 2022	4:00 PM
1B. Sept 14, 2022	9:00 AM
2A. Dec. 13, 2022	4:00 PM
2B. Dec. 14, 2022	9:00 AM
3A. Feb. 14, 2023	4:00 PM
3B. Feb. 15, 2023	9:00 AM

4A. April 11,2023 4:00 PM

4B. April 12, 2023 9:00 AM

4th Grade: October 6th – 4:00-5:00

1st: October 12th – 3:45-4:30

2nd: Middleton/Gualinga: October 13th – 4:00-5:00

2nd: Thao-October 14th – 4:00-5:00

Kinder : October 18th – 4:00-5:00

5th: Smith and Arzola : October 19th – 4:00-5:00

3rd: October 20th – 4:00-5:00

2nd: Nosrat/Joubert October 12 or 19th – 4:00-5:00

5th: Bradley/Hill- November 1 – 4:00-5:00

PreK Dual: November 1st 4:00-5:00

PreK ESL: November 2nd: 4:00-5:00

5. Targeted Assistance Schools Only