

Houston Independent School District
252 Wainwright Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Wainwright Elementary School is to inspire a passion for learning and innovation in order to prepare students for an ever-changing world by establishing high academic and behavioral expectations. We will strive to create active partnerships between our families, faculty, and staff to ensure all members of the Wainwright community feel welcomed, supported, safe, and valued.

Vision

The vision of Wainwright Elementary School is to prepare all students to be productive, caring, and responsible members of a global society who are academically prepared and empowered to be innovators able to meet the demands of a changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wainwright Elementary School is a school wide Title I Magnet school designed to remove barriers to academic and behavioral success in order to close the achievement gap and broaden the trajectory of possibilities within the lives of each of our scholars. Wainwright's population is comprised of 413 scholars, in which 87% meet the criteria of lower socioeconomic and at-risk indicators. Wainwright's Accountability Rating is currently a D based on student growth and academic achievement. For the 2021-2022 school year, our goal is to grow from the D rating to a B rating within one school year. This goal will require us to provide innovative instructional experiences and intervention through hands-on, real life instructional application in order to close the achievement gap and increase student outcomes in all content areas for all populations of children.

Demographics Strengths

Hispanic 75%

Black 18 %

White 5%

Asian 1%

Two or More Races 1%

Special Populations

English Learners 42%

Special Education 20%

Gifted and Talented 4%

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Within the math content area , 27% of scholars scored at approaches grade level standards, 10% met grade level standards, and 4% mastered

grade level standards on the 2020-2021 administration of the STAAR. **Root Cause:** Inconsistent alignment of instructional practices to objectives, ineffective implementation of data analysis and intervention practices across grade levels.

Problem of Practice 2 (Prioritized): Within the reading content, 53% of scholars scored at approaches grade level standards, 25% met grade level standards, and 13% mastered grade level standards on the 2020-2021 administration of the STAAR. **Root Cause:** Inconsistent alignment of instructional practices to objectives, ineffective implementation of data analysis and intervention practices across grade levels.

Problem of Practice 3 (Prioritized): A deeper level analysis of our student achievement data indicates that there is a significant achievement gap that exist between special populations such as, special education scholars when compared to their non-disabled peers, and African American scholars when compared to same age peers. **Root Cause:** Inconsistent data tracking system aligned to STAAR for our mainstreamed and/or inclusion special education students as well as all special populations.

Priority Problems of Practice

Problem of Practice 1: Within the math content area , 27% of scholars scored at approaches grade level standards, 10% met grade level standards, and 4% mastered grade level standards on the 2020-2021 administration of the STAAR.

Root Cause 1: Inconsistent alignment of instructional practices to objectives, ineffective implementation of data analysis and intervention practices across grade levels.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Within the reading content, 53% of scholars scored at approaches grade level standards, 25% met grade level standards, and 13% mastered grade level standards on the 2020-2021 administration of the STAAR.

Root Cause 2: Inconsistent alignment of instructional practices to objectives, ineffective implementation of data analysis and intervention practices across grade levels.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: A deeper level analysis of our student achievement data indicates that there is a significant achievement gap that exist between special populations such as, special education scholars when compared to their non-disabled peers, and African American scholars when compared to same age peers.

Root Cause 3: Inconsistent data tracking system aligned to STAAR for our mainstreamed and/or inclusion special education students as well as all special populations.

Problem of Practice 3 Areas: Demographics

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
- HB3 CCMR goals
- 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.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- 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 progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.






Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 20 percentage points from 32% in spring 2019 to 55% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of Teachers will increase their knowledge and pedagogical efficacy around the science of teaching reading by engaging in professional development.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessments

HB3 Board Goal






Strategy 1 Details	Reviews			
<p>Strategy 1: All Kindergarten and special education teachers as well as the campus principal and teacher specialist will complete the HB3 Reading Academy offered via TEA HB3 Reading academy</p> <p>Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the research based instruction aligned to the science of teaching reading.</p> <p>Staff Responsible for Monitoring: Marcie Colemon, Principal; Aminat Adegabi, Teacher Specialist, Kindergarten teachers; special education teachers</p> <p>Action Steps: Ensure all teachers are enrolled and completing all coursework. Embed At-bats of HB3 strategies. Monitor the fidelity of the implementation and provide feedback of the implementation of HB3 strategies. Model, observe, coach and develop and provide feedback to teachers. We will utilize Fall Staff Development Days as well as select PLCs to provide our Kindergarten and Special Education teacher the time needed to complete their Reading Academy Modules.</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2: 100% of Teachers will engage in Data Driven Instructional protocols after all formative assessments to uncover student

misconceptions and make a reteaching plan.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessments






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Each teacher will be required to maintain school wide data trackers and OnTrack reports as well as teacher DDI work. Strategy's Expected Result/Impact: School wide data tracking and analysis will be used to drive instruction and small group intervention in order to close the achievement gap across content areas. Staff Responsible for Monitoring: Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers Action Steps: Provide PD on Data Analysis. Implement DDI protocols in PLCs Implement individual data conferences that embed schoolwide trackers using the Uncommon schools data protocol. During PLCs teachers will maintain data files that contains (1) Historical student data, (2) DDI protocols & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 3: 100% of Teachers will utilize small group instruction as well as asynchronous intervention resources, such as Imagine and Focus Kits, to provide targeted intervention in order to close learning gaps and respond to student regression.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning. Strategy's Expected Result/Impact: Targeted Small group intervention based on data will close the achievement gap, thereby increasing student outcomes. Staff Responsible for Monitoring: Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers Action Steps: Teachers will administer BOY Ren 360 as well as BOY Benchmark Running Record to obtain formative data on each student. Teachers will analyze the BOY data to create small groups based on students' gaps and regression. Teachers will utilize Imagine Learning Platform to create Learning Pathways/Playlists to support students during the daily asynchronous learning intervention block. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 2: MATH 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 8 percentage points from 46% in spring 2019 to 54% in spring 2024.


Goal 1: The percentage of 3rd grade students performing at or above grade level in math as measured by 80% at Approaches, 50% at Meets Grade Level Standard and 30% at Masters on STAAR.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of Teachers will increase their knowledge and pedagogical efficacy around Guided Math & Workstations as evidenced by an increase in student performance at 80% at Approaches, 50% at Meets, and 30% at Masters at all formative and summative assessments.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: All 3rd Grade Math Teachers as well as the campus administration will complete the HB3 Math Academy. Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the research based instruction aligned to the science of teaching reading. Staff Responsible for Monitoring: Marcie Colemon, Principal; Aminat Adegabi, Teacher Specialist, Kindergarten teachers; special education teachers Action Steps: Ensure all teachers are enrolled and completing all coursework. Embed At-bats of HB3 strategies. Monitor the fidelity of the implementation and provide feedback of the implementation of HB3 strategies . Model, observe, coach and develop and provide feedback to teachers. We will utilize Fall Staff Development Days as well as select PLCs to provide our Kindergarten and Special Education teacher the time needed to complete their Reading Academy Modules. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
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Measurable Objective 2: 100% of Teachers will engage in Data Driven Instructional protocols after all formative assessments to uncover student misconceptions and create and implement a reteaching plan.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment






HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Each teacher will be required to maintain data trackers and OnTrack reports as well as teacher DDI work.</p> <p>Strategy's Expected Result/Impact: School wide data tracking and analysis will be used to drive instruction and small group intervention in order to close the achievement gap across content areas.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: Provide PD on Data Analysis. Implement DDI protocols in PLCs Implement individual data conferences that embed schoolwide trackers using the Uncommon schools data protocol.</p> <p>During PLCs teachers will maintain data files that contains (1) Historical student data, (2) DDI protocols & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of Teachers will utilize small group instruction as well as asynchronous intervention resources, such as Imagine, to fill in learning gaps & respond to student regression.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning.</p> <p>Strategy's Expected Result/Impact: Targeted Small group intervention based on data will close the achievement gap, thereby increasing student outcomes.</p> <p>Staff Responsible for Monitoring: Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: Action Steps Teachers will administer BOY Ren 360 as well as BOY Benchmark Running Record to obtain formative data on each student. Teachers will analyze the BOY data to create small groups based on students' gaps and regression. Teachers will utilize Imagine Learning Platform to create Learning Pathways/Playlists to support students during the daily asynchronous learning intervention block.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.






Goal 1: Increase the percentage of students earning "masters" will increase for All Students from 13% to 30%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: 100% of Teachers will receive ongoing relevant aligned PD while being able to collaboratively plan with teachers across Elementary Schools Office 2 schools.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment






HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive ongoing Enrichment PD on Tier I scholars Wednesday intensive PD sessions while being able to collaboratively plan with teachers across Elementary Schools Office 2 Area schools. Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the research based instruction aligned to the rigor and differentiation. Staff Responsible for Monitoring: Staff Responsible for Monitoring Marcie Coleman, Principal; Aminat Adegabi, Teacher Specialist, Kindergarten teachers; special education teachers Action Steps: Action Steps Ensure all teachers are enrolled and completing all coursework. Embed At-bats of strategies. Monitor the fidelity of the implementation and provide feedback of the implementation of strategies aligned to intervention and rigor. Model, observe, coach and develop and provide feedback to teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: 100% of Teachers will receive ongoing PD on Tier I scholars that targets Project based learning instruction, extension and enrichment for intervention and Power hour.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teacher specialists will provide targeted Reading, Math, and Science (5th) ongoing PD on Tier I scholars that targets Project based learning instruction, extension and enrichment for intervention and Power hour. Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the research based instruction aligned to the rigor and differentiation. Staff Responsible for Monitoring: Marcie Colemon, Principal; Aminat Adegabi, and Janet Rodarte Teacher Specialist, Kindergarten teachers; special education teachers Action Steps: Action Steps Ensure all teachers are enrolled and completing all coursework. Embed At-bats of strategies. Monitor the fidelity of the implementation and provide feedback of the implementation of strategies aligned to intervention and rigor. Model, observe, coach and develop and provide feedback to teachers. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of teachers will attend, and collaborate within Data Driven PLC that target Tier I instruction and GT Instruction

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
 Running Records (Kinder- 5th Grade)
 Formative District Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will participate in data driven PLCs that target rigorous instruction, extension and enrichment for GT and Tier I instruction. Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to				

their proficiency in the execution of the data driven research based instruction aligned to the rigor and differentiation.

Staff Responsible for Monitoring: Marcie Colemon, Principal; Aminat Adegabi, and Janet Rodarte Teacher Specialist, Kindergarten teachers; special education teachers

Action Steps: Action Steps

Ensure all teachers are enrolled and completing all coursework. Embed At-bats of strategies. Monitor the fidelity of the implementation and provide feedback of the implementation of strategies aligned to intervention and rigor . Model, observe, coach and develop and provide feedback to teachers.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Comprehensive Support Strategy - Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.






Goal 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on Reading STAAR 3-5 will increase by 10 percentage points

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Increase the percent of students performing at the approaches (from 53% to 80%), meets (from 25% to 50%), and masters (from 10% to 30%) on the STAAR Reading assessments.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessments






HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will engage in Data Driven Instructional protocols after all formative assessments to uncover student misconceptions and make a reteaching plan.</p> <p>Strategy's Expected Result/Impact: School wide data tracking and analysis will be used to drive instruction and small group intervention in order to close the achievement gap across content areas.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: Provide PD on Data Analysis. Implement DDI protocols in PLCs Implement individual data conferences that embed schoolwide trackers using the Uncommon schools data protocol.</p> <p>During PLCs teachers will maintain data files that contains (1) Historical student data, (2) DDI protocols & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: A closure of the achievement gap for Special Education students in all five STAAR tested areas by 10%.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)






HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Special education teachers will engage in the DDI process for students on their case loads alongside the teacher of record. Resource/Inclusion teachers will create reteaching lesson plans for small group support based on formative assessment data.</p> <p>Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the data driven research based instruction aligned to the rigor and differentiation.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Marcie Coleman, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: Provide PD on Data Analysis. Implement DDI protocols in PLCs Implement individual data conferences that embed schoolwide trackers using the Uncommon schools data protocol.</p> <p>During PLCs teachers will maintain data files that contains (1) Historical student data, (2) DDI protocols & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: 100% of Resource/Inclusion teachers will closely monitor proper case management of students with a razor sharp focus on grades, formative assessments and instruction in order to ensure that students are growing each week.

Evaluation Data Sources: CLI Engage (Pre-K/ Kinder)
Running Records (Kinder- 5th Grade)
Formative District Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Case managers are responsible for following up with each student on their case load once a week to review attendance, grades, and behavior. Case managers will meet with administrators for oversight.</p> <p>Strategy's Expected Result/Impact: Professional development will increase teacher capacity with regard to their proficiency in the execution of the data driven research based instruction aligned to the rigor and differentiation.</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: During PLCs teachers will maintain data files that contains (1) Historical student data, (2) DDI protocols & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>	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






Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase the Average Daily Attendance percentage from 89% to 96%

Evaluation Data Sources: HISD Connect ADA

Strategy 1 Details		Reviews			
Strategy 1: Students identified as having chronic absenteeism will be placed on an attendance contract and will have a home visit conducted by Truancy Specialist, Wrap Around Specialist and Administrators. Strategy's Expected Result/Impact: Data tracking systems to monitor student absenteeism and the implementation of contracts will identify and remove barriers for families and monitor the effectiveness of our school plan Staff Responsible for Monitoring: Marcie Colemon, Principal, Sandra Cloud- SIR, Aminat Adegabi- Teacher Specialist, and Teachers. Action Steps: Pull weekly attendance reports to track attendance. Identify students that have chronic absenteeism and intervene by calling home to set up parent conferences to determine root causes. Truancy Specialist and WRS will work to troubleshoot solution to remove barrier so students can engage. Identify attendance improvement team that will conduct calls on a daily basis to document student attendance on a google document to help track attendance interventions. Use of WRS and Truancy specialist will work to troubleshoot solution to remove barrier so students can engage. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>			

Board Goal 5: N/A - Additional Campus Goals**Goal 2:** DISCIPLINE**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being**Measurable Objective 1:** Maintain less than 1% out of school suspension with a goal of 0%.**Evaluation Data Sources:** Wainwright Referrals and PEIMS

Strategy 1 Details		Reviews			
Strategy 1: Provide teachers with the skills and knowledge to build community within the classroom and help students engage in adaptive conflict resolution Strategy's Expected Result/Impact: The overall goal is to provide restorative solutions to all tiered behaviors Staff Responsible for Monitoring: Marcie Colemon- Principal; Adriana Hasley, Counselor; Action Steps: Identify campus personnel to attend district TOT. Provide time within the August Pre-Service PD to provide "Integrating SEL into Academics." Create a schedule for regular occurring SEL Committee Meetings. Provide time during PLC to communicate the work of the SEL Committee. Embed and model SEL mindfulness activities into all staff meetings. Create and implement a pacing calendar for Rethink SEL in the Classroom curriculum during morning advisory period. Utilize Counselor to model lessons and monitor implementation of the SEL curriculum. Embed Rethink SEL and Tools for Managing Problem Behaviors training into PLCs intermittently. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Collaborative campus committee that works to create systems around student discipline and culture that will be implemented.

Evaluation Data Sources: HISD Connect PEIMS

Strategy 1 Details		Reviews			
Strategy 1: Collaborative campus committee that works to create systems around student discipline and culture that will be implemented. Provide direct instruction to develop positive character attributes provided to students twice a week. Strategy's Expected Result/Impact: The overall goal is to provide restorative solutions to all tiered behaviors to maintain 0% violence, bullying, and suicide prevention practices. Staff Responsible for Monitoring: Marcie Colemon- Principal, Adriana Hasley- Counselor Action Steps: Identify campus personnel to attend district TOT. Provide time within the August Pre-Service PD to provide "Integrating SEL into Academics." Create a schedule for regular occurring SEL Committee Meetings. Provide time during PLC to communicate the work of the SEL Committee. Embed and model SEL mindfulness activities into all staff meetings. Create and implement a pacing calendar for Rethink SEL in the Classroom curriculum during morning advisory period. Utilize Counselor to model lessons and monitor implementation of the SEL curriculum. Embed Rethink SEL and Tools for Managing Problem Behaviors training into PLCs intermittently. Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>			

Board Goal 5: N/A - Additional Campus Goals






Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1: 10% of growth to help with closure of the achievement gap observed for Special Education students to their general education peers.

Evaluation Data Sources: Formative Assessments
STAAR Data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Special education teachers will engage in the DDI process for students on their case loads alongside the teacher of record. Strategy's Expected Result/Impact: Resource teachers will implement DDI practices to analyze data and provide targeted interventions and supports for sped students for targeted objectives as Staff Responsible for Monitoring: Sped Teacher Administrative team Action Steps: Resource teachers will engage in the DDI process and maintain data files that contains (1) Historical student data, (2) DDI protocol & reflection sheets, (3) Ongoing formative assessment results, and (4) Lead4ward instructional planning resources to respond to formative data and design reteaching plans. Teachers will engage in campus DDI processes to uncover misconceptions and create reteaching plans after each formative assessment for each student on their case load. Case managers will be responsible for tracking students' weekly attendance, behavior, and performance weekly. Case managers will make parents aware of all concerns as well as make Ms. Moody and Ms. Jacobs aware that a student on their case load is struggling. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Board Goal 5: N/A - Additional Campus Goals






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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: ELs will improve 10% point on TELPAS to help close their achievement gap and build language acquisition.

Evaluation Data Sources: Formative Assessments
Renaissance 360

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The Imagine Language and Literacy technology application will be used by teachers three times a week for a minimum of 45 minutes to engage students in language acquisition activities. Implementation of Sheltered Instruction Literacy Routines across all content areas</p> <p>Strategy's Expected Result/Impact: The implementation of this strategy is designed to provide consistent Sheltered instruction Literacy Routines across grade levels and implement Imagine learning software to target intervention across the Reading and Math content areas.</p> <p>Staff Responsible for Monitoring: Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist; all teachers; special education teachers</p> <p>Action Steps: Train teachers on the use of Imagine Learning Platforms. Teachers utilize Ren360 data to establish pathways/playlists aligned to students skill deficits. Implementation tracked by Campus Interventionist.</p> <p>One Sheltered Instruction Literacy Routines will be introduced on a monthly basis through PLC. Adegabi will lead the PD offered through Multilingual Department and will serve as model teachers on the campus in regards to Shelter Instruction and the Literacy Routines.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1: Receive 5%-point increase in the number of community partnerships and/or parents attending campus sponsored events.

Evaluation Data Sources: Parent Qualitative and Quantitative Surveys
Parent sign In Sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Parent and community attendance at the monthly, "Coffee with the Principal" meeting will increase by 5% points. Campus Social Worker will work with Wraparound Services to build community partners for services that meet the socioemotional needs of our students</p> <p>Strategy's Expected Result/Impact: The expected result is an increase in parental involvement and student outcomes</p> <p>Staff Responsible for Monitoring: Marcie Colemon, Principal; Janet Rodarte, Teacher Specialist; Aminat Adegabi, Teacher Specialist;</p> <p>Action Steps: Created a partnership with the FACE Department. Establish a schedule for monthly Coffee with the Principal and communicate it with PTA, Parents, Wraparound, and other stakeholders. Create agenda's aligned to the district's plans for Reconnect Safely/Return Strong.</p> <p>Weekly Student at the Center Meetings (SATC) conducted by Wraparound Specialist and other key stakeholders on campus to ensure we are meeting the needs of all studnets with socioemotional needs. Survey parents for feedback as well as to identify needs that can be met by Wraparound Services.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

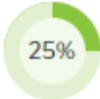




Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.








Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Meet weekly with the nurse to monitor Immunization data entry and screeners.</p> <p>Strategy's Expected Result/Impact: Increase the number of immunization data entry each week until 100% is obtained.</p> <p>Staff Responsible for Monitoring: Marcie Colemon- Principal, Nurse Harris</p> <p>Action Steps: Nurse will print a report of the immunization data entry record each week to discuss growth toward to the goal of 100% completion.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

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 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.








Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with the nurse to monitor vision screeners. Strategy's Expected Result/Impact: Increase the number of Vision Screeners each week until 100% is obtained. Staff Responsible for Monitoring: Marcie Colemon Nurse Harris- Principal Action Steps: Nurse will print a report of the immunization data entry record each week to discuss growth toward the goal of 100% completion. Principal will provide feedback and support as needed in order to meet the deadline. Title I Schoolwide Elements: 2.6, 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.






Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with the nurse to monitor vision screeners. Strategy's Expected Result/Impact: Increase the number of Hearing Screeners each week until 100% is obtained. Staff Responsible for Monitoring: Marcie Colemon- Principal Nurse Harris Action Steps: Nurse will print a report of the Vision screener data entry record each week to discuss growth toward the goal of 100% completion. Principal will provide feedback and support as needed in order to meet the deadline. Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with the nurse to review current diabetes screeners and completion status. Strategy's Expected Result/Impact: Increase the number of Diabetes Screeners each week until 100% is obtained. Staff Responsible for Monitoring: Nurse Harris Marcie Colemon- Principal Action Steps: Nurse will print a report of the immunization data entry record each week to discuss growth toward the goal of 100% completion. Principal will provide feedback and support as needed in order to meet the deadline. Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:








Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with the nurse to review and provide support for completion of the Spinal Screening. Strategy's Expected Result/Impact: Increase the number of Spinal Screeners each week until 100% is obtained. Staff Responsible for Monitoring: Marcie Colemon- Principal Nurse Harris Action Steps: Nurse will print a report of the Spinal screening entry record each week to discuss growth toward the goal of 100% completion. Principal will provide feedback and support as needed in order to meet the deadline. Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 6: 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 2021-2022.

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








Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: Meet weekly with the nurse to review all medication administration records and ensure that all compliance measures are attained. Strategy's Expected Result/Impact: Ensure that all medications are administered by the certified nurse or the trained health and wellness team. Staff Responsible for Monitoring: Nurse Harris Marcie Colemon- Principal Action Steps: The nurse will provide the medication administration charts for review and feedback Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 7: 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:

Number of AEDs on campus:

Strategy 1 Details	Reviews			
Strategy 1: Meet with the nurse monthly to review the AED Monthly Maintenance Checks Strategy's Expected Result/Impact: Ensure that all compliance measures are met with regard to the AED and submitted to HMS. Staff Responsible for Monitoring: Marcie Colemon- Principal Nurse Harris Action Steps: The nurse will provide the AED Monthly administration charts for review and feedback. Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals






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

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

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 90% of all students who are required to take the PE assessment will pass.

Evaluation Data Sources: EOY PE yearly assessment

Strategy 1 Details	Reviews			
Strategy 1: P.E. teacher will embed regular activities into daily lessons that will support all students passing middle of the year and end of year exam. Strategy's Expected Result/Impact: If students are healthy then they are able to be better thinker and will be able to grow up to be healthy adults through the development of health and exercise Staff Responsible for Monitoring: PE Coach Administrative team Action Steps: PE teacher will implement classes to assist students learn the core exercises Monitor daily routines and exercises Implement assessment Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	All Kindergarten and special education teachers as well as the campus principal and teacher specialist will complete the HB3 Reading Academy offered via TEA HB3 Reading academy
1	1	2	1	Each teacher will be required to maintain school wide data trackers and OnTrack reports as well as teacher DDI work.
1	1	3	1	Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning.
2	1	1	1	All 3rd Grade Math Teachers as well as the campus administration will complete the HB3 Math Academy.
2	1	2	1	Each teacher will be required to maintain data trackers and OnTrack reports as well as teacher DDI work.
2	1	3	1	Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning.
3	1	1	1	Teachers will receive ongoing Enrichment PD on Tier I scholars Wednesday intensive PD sessions while being able to collaboratively plan with teachers across Elementary Schools Office 2 Area schools.
3	1	2	1	Teacher specialists will provide targeted Reading, Math, and Science (5th) ongoing PD on Tier I scholars that targets Project based learning instruction, extension and enrichment for intervention and Power hour.
3	1	3	1	Teachers will participate in data driven PLCs that target rigorous instruction, extension and enrichment for GT and Tier I instruction.
4	1	2	1	Special education teachers will engage in the DDI process for students on their case loads alongside the teacher of record. Resource/Inclusion teachers will create reteaching lesson plans for small group support based on formative assessment data.
4	1	3	1	Case managers are responsible for following up with each student on their case load once a week to review attendance, grades, and behavior. Case managers will meet with administrators for oversight.
5	5	1	1	The Imagine Language and Literacy technology application will be used by teachers three times a week for a minimum of 45 minutes to engage students in language acquisition activities. Implementation of Sheltered Instruction Literacy Routines across all content areas
5	6	1	1	Parent and community attendance at the monthly, "Coffee with the Principal" meeting will increase by 5% points. Campus Social Worker will work with Wraparound Services to build community partners for services that meet the socioemotional needs of our students
5	7	1	1	Meet weekly with the nurse to monitor Immunization data entry and screeners.
5	7	2	1	Meet weekly with the nurse to monitor vision screeners.
5	7	3	1	Meet weekly with the nurse to monitor vision screeners.
5	7	4	1	Meet weekly with the nurse to review current diabetes screeners and completion status.
5	7	5	1	Meet weekly with the nurse to review and provide support for completion of the Spinal Screening.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	7	7	1	Meet with the nurse monthly to review the AED Monthly Maintenance Checks

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	All Kindergarten and special education teachers as well as the campus principal and teacher specialist will complete the HB3 Reading Academy offered via TEA HB3 Reading academy
1	1	2	1	Each teacher will be required to maintain school wide data trackers and OnTrack reports as well as teacher DDI work.
1	1	3	1	Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning.
2	1	1	1	All 3rd Grade Math Teachers as well as the campus administration will complete the HB3 Math Academy.
2	1	2	1	Each teacher will be required to maintain data trackers and OnTrack reports as well as teacher DDI work.
2	1	3	1	Teachers will implement small group instruction as well as Tier II/III interventions utilizing manipulatives as well as Imagine Learning.
3	1	1	1	Teachers will receive ongoing Enrichment PD on Tier I scholars Wednesday intensive PD sessions while being able to collaboratively plan with teachers across Elementary Schools Office 2 Area schools.
3	1	2	1	Teacher specialists will provide targeted Reading, Math, and Science (5th) ongoing PD on Tier I scholars that targets Project based learning instruction, extension and enrichment for intervention and Power hour.
3	1	3	1	Teachers will participate in data driven PLCs that target rigorous instruction, extension and enrichment for GT and Tier I instruction.
4	1	2	1	Special education teachers will engage in the DDI process for students on their case loads alongside the teacher of record. Resource/Inclusion teachers will create reteaching lesson plans for small group support based on formative assessment data.
4	1	3	1	Case managers are responsible for following up with each student on their case load once a week to review attendance, grades, and behavior. Case managers will meet with administrators for oversight.
5	1	1	1	Students identified as having chronic absenteeism will be placed on an attendance contract and will have a home visit conducted by Truancy Specialist, Wrap Around Specialist and Administrators.
5	5	1	1	The Imagine Language and Literacy technology application will be used by teachers three times a week for a minimum of 45 minutes to engage students in language acquisition activities. Implementation of Sheltered Instruction Literacy Routines across all content areas
5	6	1	1	Parent and community attendance at the monthly, "Coffee with the Principal" meeting will increase by 5% points. Campus Social Worker will work with Wraparound Services to build community partners for services that meet the socioemotional needs of our students
5	7	1	1	Meet weekly with the nurse to monitor Immunization data entry and screeners.
5	7	2	1	Meet weekly with the nurse to monitor vision screeners.
5	7	3	1	Meet weekly with the nurse to monitor vision screeners.
5	7	4	1	Meet weekly with the nurse to review current diabetes screeners and completion status.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	7	5	1	Meet weekly with the nurse to review and provide support for completion of the Spinal Screening.
5	7	7	1	Meet with the nurse monthly to review the AED Monthly Maintenance Checks

State Compensatory

Budget for 252 Wainwright Elementary School

Total SCE Funds: \$77,922.49

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

The State Compensatory Education budget will be allocated to personnel afterschool tutorials hourly pay (\$2,662), technology resources (\$3,426), instructional materials and intervention resources (\$3,709).

Personnel for 252 Wainwright Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adegabi, Aminat Adeola	Tchr, Spclst	1
Meagher, Karen Naomi	Tchr, Bilingual Kinderga	1
Sandoval, Martha S	Tchr, First Grade	1
Summers, Charles Edward Stephe	Academic Tutor-Hr	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The needs of our campus as identified during the comprehensive needs assesment includes, Small Group Instruction and intervention, targeted PLCs with the use of data driven instruction protocols to analyze formative assessment data at a deeper level, as well as a focus on literacy across all content areas. When developing our School Improvement Plan we disaggregated multiple data sets to determine our priority areas as well as determine potential root causes for our current performance. We were then able to set SMART goals and design strategies aimed at improving student outcomes for the 2021-2022 school year. The data sources include Renaissance 360 data, STAAR student performance as well as campus attendance and discipline data. We also utilized our end of year Teacher Appraisal and Development data to determine areas for growth and development for our teachers. When looking at our accountability data we considered our student student demographic groups. A surface level analysis of our data shows that for STAAR Reading we had 53% of our students at approaches, 27% of our students met approaches for STAAR Mathematics, 24% met approaches for STAAR Writing, and 44% of our students met approaches on the STAAR Science.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. Collaborative PLCS
2. PTO Information Sessions
3. SDMC Meetings

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: Monitoring of interventions, consultants, tutoring personnel, and purchasing of curriculum and interventions

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

1. SIP provided on the website.

2. SIP provided at the SDMC meeting.

We provide the SIP to parents in the following languages:

- English
- Spanish (In the process of being translated)

2.4: Opportunities for all children to meet State standards

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

1. Facilitation of highly functioning PLCS lead by the administration team.
2. Data Driven Instruction protocols to ensure we are analyzing our data at a deeper level and responding appropriately by designing lessons to reteach lower performed TEKS, as well as correct student misconceptions.
3. Focus on implementation of effective small group instruction to ensure teachers are consistently intervening with all students based on formative data.
4. Teachers will attend the Elementary Schools Office 2 Wednesday Intensive Professional Development sessions.

2.5: Increased learning time and well-rounded education

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

1. School Wide Power hour designed to target student needs through targeted interventions and supports in order to close the achievement gap from PK through 5th grade.
3. After/before school tutoring

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

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

- Building teacher capacity in their content areas and instructional areas through collaborative PLCS and professional development
- Proficient Tier 1 explicit instruction taking place in Reading and Math
- Bi-weekly AT BATs Sessions
- Small Group Instruction based on student data needs: (Yancy Life Tutors/ IEducate Tutors)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: 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:

- Aminat Adegabi (Teacher Specialist)
- Janet Rodarte (Teacher Specialist)

The PFE was distributed

- On the campus website
- At the parent meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

1. Regularly scheduled PTA meetings and Coffee with the Principal
2. Meet the Teacher, Open House, Parent University
3. Implementation of "Bilingual Buddies" and "MENtors Reading Program" which both rely on parent and community volunteers.
4. Special Programs/Events (Magnet Showcase, Literacy Night, Fall Festival)

3.2: Offer flexible number of parent involvement meetings

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

- Meeting #1: September 14th Alternate Meeting: September 20th
- Meeting #2: November 16th Alternate Meeting: December 3rd
- Meeting #3: Febraury 15th Alternate Meeting: February 21th
- Meeting #4: April 18th Alternate Meeting: April 25rd

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Neyda Hernandez	Teacher Assistant	Title 1	1

Addendums

SIP APPROVAL 2021-2022

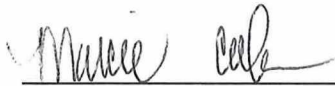
School Name and Campus #: Wainwright ES / 252

Principal Name: Marcie Coleman

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on Wednesday, Sept 27, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

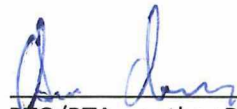


Principal

9/27/2021

Date


Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

9-29-2021

Date



SDMC Teacher Representative

9/29/2021

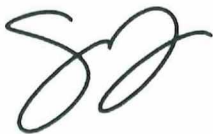
Date



School Support Officer/Lead Principal

9-29-21

Date



Area Office Superintendent

9-24-21

Date

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

Date