

**Houston Independent School District
222 Port Houston Elementary School
2022-2023 Campus Improvement Plan**



Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problems of Practice	6
Comprehensive Needs Assessment Data Documentation	7
Board Goals	9
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.	10
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.	14
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.	20
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.	27
Board Goal 5: N/A - Additional Campus Goals	35
Additional Targeted Support Measurable Objectives	64
Campus Funding Summary	67
Addendums	68

Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

The Port Houston Elementary (PHE) community is a well-established family neighborhood that includes a large industrial sector and the Port Houston Authority area.

PHE currently has an enrollment that includes a PALS class, a SLC class, and grades Pre- Kindergarten through Fifth grade. The current enrollment for the school is 270 students. The ethnic make up is as follows- 95% Hispanic, 2.5% White, and 2.3% African American. Forty-eight percent of the student population is female and 52% is male. The attendance rate is 99% with chronic absenteeism at 3.7%. The mobility rate is 13.5%

PHE serves a diverse population of students. Sixty-nine percent of our students are Emergent Bilingual (EB). We have 9.8% of our students receiving special education services. In addition, 1.5% are identified as a student with Dyslexia and 1.9% of students have a 504 learning plan. Our gifted and talented program serves 11.7% of our student population.

PHE is a 100% Title I school with 99% of our students identified as economically disadvantaged with 81% identified as At Risk. Port Houston Elementary offers free and reduced lunch to 100% of our students.

PHE has a teacher retention rate of 82%. There are two teachers per grade level, and each grade is either self contained by language or departmentalized by subject. The campus also has a librarian, art teacher, and PE teacher. The average years of experience is 8.7 years. The average ratio per class is 13.9 to 1.

PHE leadership staff includes the principal, one teacher specialist, one counselor/ social worker, and one Wrap Around Specialist. This is the first year for the principal and they are receiving coaching from a district mentor, district leadership cohort, and their school support officer. PHE support staff includes 3 interventionist, 2 teacher assistant, and 6 special education teacher assistants.

Demographics Strengths

The Port Houston community has a variety of partnerships with organizations in the area including, Neighbors In Action (NIA), Frost Bank, T- Mobile, and Snow Joe. NIA has a strong commitment to the school and has a community center across the street from the school. NIA assist with back to school drives, food drives, Holiday events, and general assistant with resources needed for our families to provide for their children and better prepare them for learning. Additionally, PHE has a highly involved parent community, and this year established a Parent Teacher Organization (PTO).

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. **Root Cause:** Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.

Student Learning

Student Learning Summary

For the 2021-2022 school year, Port Houston Elementary's scale score was an 87 which correlated to a "B" rating by Texas Education Agency. The previous scale score was a 76 which was a "C" rating.

Domain 1 Student Achievement's scale score was a 67 and not rated according to Senate Bill 1365. Domain 2 School Progress's scale score was 92 and "A" rated. Domain 3 Closing the Gaps's scale score was 74 and rated a "C". PHE is also identified as a campus that needs targeted support and improvement by TEA.

The following data shows percentages by all subjects accordingly that address Domain 1; Reading 62% at Approaches, 37% at Meets, and 16% at Masters; Math 68% at Approaches, 38% at Meets, and 14% at Masters; and Science 64% at Approaches, 41% at Meets, and 9% at Masters. The following data shows percentages by subjects accordingly that address Domain 2 Academic Growth; 37 Reading points were earned and in Math 61 points were earned. The following data shows how many targets were met by indicator that address Domain 3 Closing the Gaps; Academic Achievement 3/10, Growth Status 10/10, ELPS Status 0/1, and Student Success Status 2/7.

Port Houston Elementary had 126 EB students take the 2022 TELPAS. Thirty-three percent of those students met their progress measure on TELPAS, falling below the 36% Texas Education Agency target.

PHE is a targeted improvement campus due to a student group missing their targets in at least three indicators, for three consecutive years. The target group is our Hispanic population. The group missed the 37% target in reading for three years in a row with a 28%, 26%, and 36% for the last three years. The group missed the 40% target in math for three years in a row with a 26%, 37%, and 37% for the last three years. Lastly, the group missed the 41% target on the Domain 1 (component score only) for three years in a row with a 38%, 36%, and 28% for the last three years.

PHE's Special Education population data shows percentages by all subjects accordingly that address Domain 1; Reading 64% at Approaches, 64% at Meets, and 0% at Masters and Math 73% at Approaches, 64% at Meets, and 18% at Masters.

Student Learning Strengths

There was a double digit gain on the over all scale score for the school's accountability. The campus met all ten Academic Growth targets. The campus is less than five percentage points from meeting targets in 3 sub groups under Academic Achievement.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

School Processes & Programs

School Processes & Programs Summary

Port Houston is a neighborhood school and implements the district curriculum. The campus uses a Guided Reading system of instruction for reading language arts and social studies instruction, and Really Great Reading for phonics and phonemic awareness instruction. The 5E model is used for science and math instruction, with STEMscopes and Carolina Science as supplemental pieces.

Port Houston has three programs for our Special Education population. They are Resource, PALS, and SLC Alt.

Port Houston has a Gifted and Talented (GT) program that is embedded in everyday instruction, and provides in school enrichment hour and after school clubs to enhance the learning experiences of or GT students.

School Processes & Programs Strengths

PHE has developed a Targeted Plan for Improvement that aligns to the Effective Schools Framework. The focus is on 1.1 Developing Leaders with effective roles and responsibilities and 5.1 Effective classroom routines and instructional strategies. PHE will utilize the TIP and SIP side by side to increase student achievement and build teacher capacity this year. Additionally, the Multilingual district department supports the develop of English Language Instruction by providing the campus with a Sheltered Instruction Coach and Cohort Learning model to develop Tier 1 Instructional strategies that address a diverse group of learners.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. **Root Cause:** Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Perceptions

Perceptions Summary

Port Houston is considered a "Gold Status Family Friendly School" through the Houston ISD Family and Community Engagement (FACE) Department. Six times a year PHE provides training for families to learn how to incorporate learning at home or other parenting topics. PHE has two curriculum nights, 2 student performances, and 2 campus wide festivals that encourage families to come to school to build stronger ties to the school in a low stress setting. Additionally, there is a newly created Parent Teacher Organization (PTO) with four officers. PHE has a full time Wrap Around Specialist that has a resource room where families can obtain resources, and a full time social worker that assist students with social emotional skills. The campus also provides enrichment opportunities for students through after school clubs facilitated by teachers. The campus also has a partnership with a local community center, Neighbors in Action.

Perceptions Strengths

PHE families are eager to come back to campus, and in the current school year all events have had at least 50% of the families on campus represented. Additionally, several businesses in the area are eager to support PHE's goal to achieve high academic achievement through resources donations, staff and student culture, and volunteer opportunities.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Our families have limited opportunities to learn how to incorporate learning at home. **Root Cause:** COVID restrictions and limited technology have prevented families from coming to face to face events and families do not always have technology available to participate in virtual events.

Priority Problems of Practice

Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS.

Root Cause 1: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR.

Root Cause 2: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction.

Root Cause 3: Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Our families have limited opportunities to learn how to incorporate learning at home.

Root Cause 4: COVID restrictions and limited technology have prevented families from coming to face to face events and families do not always have technology available to participate in virtual events.

Problem of Practice 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

222 Port Houston Elementary School
Generated by Plan4Learning.com

- 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

- Processes and procedures for teaching and learning, including program implementation
- Action research results

Board Goals

Revised/Approved: September 12, 2022

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

Goal 1: The percentage of 3rd grade - 5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 14 percentage points from 36% in spring 2022 to 50% in spring 2023.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: By October 2022, teachers will have in place five strategies focused on meeting the needs of diverse learners during Tier 1 instruction that will lead to 75% of students achieving the Meets level on formative assessments in reading.

Evaluation Data Sources: Reading Formative Assessment Data

Coaching Tracker

Strategy 1 Details		Reviews			
Strategy 1: Campus Leadership Team (CLT) will review research based Sheltered Instruction practices provided by the district and determine the five focus strategies. Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily learning objectives. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Action Steps: Review District sheltered Instruction practices. Determine as a team which strategies to incorporate this school year. Develop personalized roll out plan. Determine key check points and revise as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: CLT will present and model high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures. Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily learning objectives. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Action Steps: Prepare presentations Present presentation Determine key checkpoints and revise as needed Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: CLT will observe and provide feedback on high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures. Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily learning objectives. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Action Steps: Develop calendar of observations Calibrate as a team Provide coaching, feedback, and action plan for each reading teacher Determine key checkpoints and revise as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Measurable Objective 2: By December 2022, the number of students reading at grade level will increase by 20% according the the middle of the year Benchmark Running Record Data.

Evaluation Data Sources: Benchmark Running Records

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: CLT will ensure all teachers are trained and calibrated on facilitating Benchmark Running Records. Strategy's Expected Result/Impact: Teachers will collect running record data correctly. Staff Responsible for Monitoring: Principal Principal Teacher Specialist Teachers Curriculum Implementation Coach Reading Interventionist Action Steps: Determine which program we will use. Train the trainers. Train the teachers. Observe and provide feedback to teachers. Monitor and revise as needed. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: CLT will ensure teachers have training and on going coaching in Guided Reading and Tier 1 Reading Instruction. Strategy's Expected Result/Impact: Teachers will facilitate Guided Reading lessons effectively. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Reading Interventionist Action Steps: Train all Reading teachers with Foundations of Guided Reading Develop a plan of support for each teacher at their implementation level The CIC coach will observe and provide feedback weekly for these teachers Administration will walk classrooms weekly with the CIC to address support and review or revise each teachers action plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: CLT will provide 2 coaching sessions with the RLA Administrator and the district's CIC over RLA. Strategy's Expected Result/Impact: Teacher will improve student outcomes because they can facilitate lessons, address misconceptions, and create student action plans in RLA .	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal

Teacher Specialist

Teachers

Curriculum Implementation Coach

Reading Interventionist

Action Steps: 1. Walk classrooms every Monday.

2. Develop a plan of support for each teacher using GBF and TTESS rubrics.

3. Execute the action plan of support with the teacher.

4. Continually review and adjust action plan to improve practices more effectively.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

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

Goal 1: The percentage of 3rd- 5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 12 percentage points from 38% in spring 2022 to 54% in spring 2023

Measurable Objective 1: By October 2022, teachers will have in place five strategies focused on meeting the needs of diverse learners during Tier 1 instruction that will lead to 75% of students achieving the Meets level on formative assessments in math.

Evaluation Data Sources: Math Formative Assessment Data
Coaching Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Leadership Team (CLT) will review research based Sheltered Instruction practices provided by the district and determine the five focus strategies.</p> <p>Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily learning objectives.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach</p> <p>Action Steps: 1. Review District sheltered Instruction practices. 2. Determine as a team which strategies to incorporate this school year. 3. Develop personalized roll out plan. 4. Continually review and adjust action plan to improve practices.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: CLT will present and model high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures. Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily learning objectives. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Action Steps: 1. Prepare documents and presentation. 2. Present and model expectations. 3. Develop a coaching calendar with teachers. 4. Continually review and adjust action plan to improve practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: CLT will observe and provide feedback on high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge expertise and classroom environment, routines, and procedures. Strategy's Expected Result/Impact: Effective classroom practices will increase student mastery of daily		Formative			Summative
		Nov	Jan	Mar	June

learning objectives.

Staff Responsible for Monitoring: Principal

Teacher Specialist

Teachers

Curriculum Implementation Coach

Action Steps: 1. Develop calendar of observations.

2. Calibrate observations and feedback as a team.

3. Provide coaching, feedback, and action plan for each math teacher.

4. Continually review and adjust action plan to improve practices.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Measurable Objective 2: By December 2022, the number of students at or above benchmark on the middle of the year REN360 will increase by 20% from 42% to 62%.

Evaluation Data Sources: Middle of the Year REN360

Strategy 1 Details	Reviews			
<p>Strategy 1: CLT will ensure all teachers are trained on data analysis of REN360 data and developing intervention plans using the REN360 resources.</p> <p>Strategy's Expected Result/Impact: Teachers will develop student intervention plans that address targeted needs.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Math Interventionist</p> <p>Action Steps: 1. Determine which program we will use. 2. Train the trainers. 3. Train the teachers. 4. Observe and provide feedback to teachers. 5. Monitor and revise as needed.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: CLT will train and provide on going coaching in math concepts and personalizing math intervention plans. Strategy's Expected Result/Impact: Teachers will develop student intervention plans that address targeted needs. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Curriculum Implementation Coach Math Interventionist Action Steps: 1. Train all math teachers to use Zearn and Imagine Math. 2. Develop a plan of support for each teacher at their implementation level. 3. The CIC will observe and provide coaching feedback. 4. Administration will walk classrooms weekly with the CIC to address support and review or revise each teachers action plans. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: CLT will provide each math teacher with 2 coaching sessions with the Math Administrator and the district's Math CIC . Strategy's Expected Result/Impact: Teacher will improve student outcomes because they can facilitate lessons,		Formative			Summative
		Nov	Jan	Mar	June

address misconceptions, and create student action plans in Math.

Staff Responsible for Monitoring: Principal

Teacher Specialist

Teachers

Curriculum Implementation Coach

Action Steps: 1. Walk classrooms every Monday.

2. Develop a plan of support for each teacher using GBF and TTESS rubrics.

3. Execute the action plan of support with the teacher.

4. Continually review and adjust action plan to improve practices more effectively.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

School Processes & Programs

Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. **Root Cause:** Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

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

Goal 1: The percentage of 5th grade students at or above grade level in reading, math, and science as measured by the Meets Grade Level Standard on STAAR will increase 13 percentage points from 52% in spring 2022 to 65% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By October 2022, 100% of the 5th grade students will have a data document and academic action plan housed in their campus binder, that includes demographics, historical data, and academic and growth goals for each subject.

Evaluation Data Sources: Data Documents in Teacher Binder

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will analysis data from various sources to create a Student Profile .</p> <p>Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Teachers</p> <p>Action Steps: 1. Pull data from sources. 2. Analysis data 3. Complete a Student Profile for each student 4. Identify and group students by tiers and goals.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will consistently track and monitor data, and make intervention plans based on the data. Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Action Steps: 1. Use Student Profile and groups to begin developing intervention plans. 2. Provide 90 minutes of 1:6 instruction per week for Tier 3 or 60 minutes of 1:6 instruction per week for Tier 2. 3. Document and progress monitor weekly for Tier 3 and every other week for Tier 2. 4. Adjust intervention plans. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement student tracking systems with every student. Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student. Staff Responsible for Monitoring: Teachers Action Steps: 1. Teachers will have BOY student conferences to reflect and set learning goals. 2. Students will house their own tracking sheet in their own binders or portfolios. 3. Teachers will hold BOY, MOY, and EOY conferences with each student. 4. Teacher and student will adjust goals and intervention plans based on the conferences. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Measurable Objective 2: By December 2022, the number of students at or above grade level on the STAAR Interim middle of the year Assessment will be at 50% on all three assessments combined.

Evaluation Data Sources: STAAR Interim Data

Strategy 1 Details	Reviews			
Strategy 1: CLT reviews disaggregated data to track and monitor the progress of all students and provide feedback to teachers. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Action Steps: 1. CLT develops calendars that allow for data analysis after assessments. 2. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 3. CLT makes decisions for coaching and support of teachers that is informed by data 4. Continually review and adjust action plan to improve practices.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Teachers</p> <p>Action Steps: 1. Unpack Standard and Create Exemplar 2. Identify Gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: Teachers will use data to drive instruction.

Staff Responsible for Monitoring: Principal

Teacher Specialist

Teachers

Action Steps: 1. PLCs are scheduled weekly for teacher teams to meet

2. PLC agendas use a common protocol for planning & practice, and data analysis

3. PLC agendas include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 2 Problems of Practice:

Demographics

Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. **Root Cause:** Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.

Student Learning

Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Measurable Objective 3: By March 10 2023, the number of 5th grade students at or above grade level on the Mock STAAR will be at 65% on all three assessments combined.

Evaluation Data Sources: Mock STAAR data

Strategy 1 Details	Reviews			
Strategy 1: CLT and Teachers review disaggregated data to group students for STAAR Review. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Action Steps: 1. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 2. Teachers make decisions for student grouping that is informed by data 3. Develop STAAR Review Action Plans 4. Continually review and adjust action plan to improve practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Action Steps: 1. Unpack Standard and Create Exemplar 2. Identify Gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers utilize additional resources to address individual student learning needs during STAAR Review. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Teachers Action Steps: 1. Teachers develop STAAR Review lesson plans that include aligned objectives, activities, and exit tickets 2. Teacher develops STAAR Review lesson plans that are aligned to the High Priority Standard(s), and all lesson activities are aligned to the summative assessment in rigor and scope 3. Teacher engages students with effective instructional materials and content relevant and responsive to students' background in each content area 4. Teacher collaborates with tutors, support staff, and any other assistance to create effective small group instruction plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Extra Duty Pay for Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$2,500, Think Up Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

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 will increase 6 percentage points from 64% in spring 2022 to 70% in spring 2023.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By October 2022, 100% of students receiving special education services will have current IEPS aligned to reading goals and academic action plan housed in their campus binder, that includes demographics, historical data, and academic and growth goals for each subject.

Evaluation Data Sources: Data Documents in Teacher Binder

Strategy 1 Details	Reviews			
Strategy 1: Teachers will analysis data from various sources to create a Student Profile . Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. Review IEP and data from other sources. 2. Analysis data for gaps and growth. 3. Complete a Student Profile for each student. 4. Identify and group students by tiers and goals. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will consistently track and monitor data, and make intervention plans based on the data. Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. Use Student Profile and groups to begin developing intervention plans. 2. Provide individualized instruction based on IEP or collaborate with Resource Teacher to plan for pull out instruction. 3. Document and progress monitor weekly. 4. Adjust action plans. 5. Call an ARD if instructional goals or adjustments need to be made. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement student tracking systems with every student. Strategy's Expected Result/Impact: Teachers will be able to provide targeted instruction to every student. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. Teachers will have BOY student conferences to reflect and set learning goals. 2. Students will house their own tracking sheet in their own binders or portfolios. 3. Teachers will hold BOY, MOY, and EOY conferences with each student. 4. Teacher and student will adjust goals and intervention plans based on the conferences. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.





Measurable Objective 2: By December 2022, 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 interim assessment will increase 6 percentage points from 64% in spring 2022 STAAR administration to 70%.

Evaluation Data Sources: STAAR Interim Data

Strategy 1 Details	Reviews			
Strategy 1: CLT reviews disaggregated data to track and monitor the progress of students and provide feedback to teachers. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. CLT develops calendars that allow for data analysis after assessments. 2. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 3. CLT makes decisions for coaching and support of teachers that is informed by data 4. Continually review and adjust action plan to improve practices.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers</p> <p>Action Steps: 1. Unpack Standard and Create Exemplar 2. Identify Gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. PLCs are scheduled weekly for teacher teams to meet 2. PLC agendas use a common protocol for planning & practice, and data analysis 3. PLC agendas include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Measurable Objective 3: By March 10 2023, the percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the Mock STAAR will increase 6 percentage points from 64% in spring 2022 STAAR administration to 70%.

Evaluation Data Sources: Mock STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: CLT and Teachers review disaggregated data to group students for STAAR Review.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers</p> <p>Action Steps: 1. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 2. Teachers make decisions for student grouping that is informed by data 3. Develop STAAR Review Action Plans 4. Continually review and adjust action plan to improve practices.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers</p> <p>Action Steps: 1. Unpack Standard and Create Exemplar 2. Identify Gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers utilize additional resources to address individual student learning needs during STAAR Review. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. Teachers develop STAAR Review lesson plans that include aligned objectives, activities, and exit tickets 2. Teacher develops STAAR Review lesson plans that are aligned to the High Priority Standard(s), and all lesson activities are aligned to the summative assessment in rigor and scope 3. Teacher engages students with effective instructional materials and content relevant and responsive to students' background in each content area 4. Teacher collaborates with tutors, support staff, and any other assistance to create effective small group instruction plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Think Up Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000, Extra Duty Pay for Tutorials - 2110000000 - Title 1 Basic Programs - 6100 - Payroll - \$2,500		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

By June 2, 2023, school attendance data will show an average attendance rate of 95% or greater and a chronic absenteeism percentage of 2.7% or lower for the 2022-2023 school year.

Strategic Priorities:

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

Measurable Objective 1: By January 6, 2023, school attendance data will show an average attendance rate of 95% or greater and a chronic absenteeism percentage of 2.7% or lower for the 2022-2023 school year.

Evaluation Data Sources: Power School

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up</p> <p>Action Steps: 1. CLT develops a list of responsibilities assigned to SIR 2. SIR develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and SIR at the beginning of the year</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>				

Strategy 2 Details		Reviews			
Strategy 2: The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Principal improves campus attendance team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will		Formative			Summative
		Nov	Jan	Mar	June

increase opportunities for learning.

Staff Responsible for Monitoring: Principal

Teacher Specialist

Social Worker

SIR

SIR back up

Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions
2. Includes modeling or exemplars that uses high leverage tools and techniques
3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 1 Problems of Practice:

Demographics

Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. **Root Cause:** Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.

Student Learning

Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. **Root Cause:** Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

School Processes & Programs

Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. **Root Cause:** Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

By June 2, 2023, discipline data will show less than 4 in school suspensions and 0 out of school suspensions for the 2022-2023 school year.

Strategic Priorities:





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

Measurable Objective 1: By January 6, 2023, discipline data will show less than 2 in school suspensions and 0 out of school suspensions for the 2022-2023 school year.

Evaluation Data Sources:

Power School
Discipline Tracking System

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The campus discipline team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist</p> <p>Action Steps: 1. CLT develops a list of responsibilities assigned to each discipline captain 2. Discipline captains develops and maintain a calendar that shows scheduled time for student check ins, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and discipline captain at the beginning of the year.</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
Strategy 2: The campus discipline team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline practices will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Principal improves campus discipline team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to decrease discipline referrals. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with leadership team members for continuous improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.
School Processes & Programs
Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. Root Cause: Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

By June 2, 2023, campus discipline data will show less than 5 incidents of bullying for the 2022-2023 school year.

Strategic Priorities:





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

Measurable Objective 1: By January 6, 2023, campus discipline data will show less than 2.5 incidents of bullying for the 2022-2023 school year.

Evaluation Data Sources: Power School

Social Worker Training System

Strategy 1 Details		Reviews			
Strategy 1: The campus discipline team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Action Steps: 1. CLT develops a list of responsibilities assigned to each discipline captain 2. Discipline captains develop and maintain a calendar that shows scheduled time for student check ins, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and discipline captain at the beginning of the year. Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The campus discipline team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline practices will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Principal improves campus discipline team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to decrease discipline referrals. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around discipline will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with leadership team members for continuous improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.
School Processes & Programs
Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. Root Cause: Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

By June 2023, the percentage of students receiving special education services performing at or above grade level as measured by the Meets Grade Level Standard on the Reading and Math STAAR or STAAR Alt will be at 29% .

Strategic Priorities:

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

Measurable Objective 1: By January 6, 2023, the percentage of students receiving special education services performing at or above grade level as measured by the Meets Grade Level Standard on the Reading and Math Interim STAAR will be at 29% .

Evaluation Data Sources: Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: CLT reviews disaggregated data to track and monitor the progress of all students and provide feedback to teachers. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. CLT develops calendars that allow for data analysis after assessments. 2. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 3. CLT makes decisions for coaching and support of teachers that is informed by data 4. Continually review and adjust action plan to improve practices.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers</p> <p>Action Steps: 1. Unpack Standard and Create Exemplar 2. Identify Gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Resource Teacher Teachers Action Steps: 1. PLCs are scheduled weekly for teacher teams to meet 2. PLC agendas use a common protocol for planning & practice, and data analysis 3. PLC agendas include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Board Goal 5: N/A - Additional Campus Goals

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

By June 2, 2023, campus TELPAS data will show that 45% or our EB population has grown by one proficiency level for the 2022-2023 school year.

Strategic Priorities:





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

Measurable Objective 1: By January 6, 2023, campus SUMMIT Middle of the Year data will show that 45% or our EB population has grown by one proficiency level for the 2022-2023 school year.

Evaluation Data Sources: Summit

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: CLT and Teachers review disaggregated data to group students by English Language Proficiency.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Sheltered Instruction Coach LPAC Coordinator Teachers</p> <p>Action Steps: 1. CLT and teachers meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions 2. Teachers make decisions for student grouping that is informed by data 3. Develop TELPAS Improvement Action Plans 4. Continually review and adjust action plan to improve practices.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.</p> <p>Strategy's Expected Result/Impact: Teachers will use data to drive instruction.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Sheltered Instruction Coach LPAC Coordinator Teachers</p> <p>Action Steps: 1. Unpack Standard and create exemplar 2. Identify gap between student work and exemplar by naming the specific student error and misunderstanding 3. Plan the Reteach: design a reteach lesson to address misconception 4. Stand and deliver reteach with real-time feedback, redo portions until practice is strong 5. Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers utilize additional resources to address individual student learning needs for TELPAS assessment. Strategy's Expected Result/Impact: Teachers will use data to drive instruction. Staff Responsible for Monitoring: Principal Teacher Specialist Sheltered Instruction Coach LPAC Coordinator Teachers Action Steps: 1. Teachers develop TELPAS targeted lesson plans that include aligned objectives, activities, and exit tickets 2. Teacher develops TELPAS targeted lesson plans that are aligned to the High Priority Standard(s), and all lesson activities are aligned to the summative assessment in rigor and scope 3. Teacher engages students with effective instructional materials and content relevant and responsive to students' background in each content area 4. Teacher collaborates with tutors, support staff, and any other assistance to create effective small group instruction plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

By June 2, 2023, PHE will have met all the requirements to qualify as a "Platinum" FACE HISD campus for the 2023-2024 school year.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: By January 2023, PHE will have completed a Fall Walkthrough, 3 Family Workshops, and 12 FFS Campus Events to qualify as a "Platinum" FACE HISD campus for the 2023-2024 school year.

Evaluation Data Sources: FACE Data

Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: The campus FACE team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around family engagement will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Family Engagement Representative Family Engagement Specialist Action Steps: 1. CLT develops a list of responsibilities assigned to each FACE member 2. Team develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and team at the beginning of the year Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus FACE team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up</p> <p>Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Principal improves campus FACE team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase family Engagement.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Family Engagement Representative Family Engagement Specialist</p> <p>Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Perceptions
<p>Problem of Practice 1: Our families have limited opportunities to learn how to incorporate learning at home. Root Cause: COVID restrictions and limited technology have prevented families from coming to face to face events and families do not always have technology available to participate in virtual events.</p>

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

By June 2, 2023, the campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), Type 2 Diabetes (Grades 1, 3, 5,) Medication Administration and AED Maintenance Checks during the 2022-2023 school year.

Strategic Priorities:

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

Measurable Objective 1: By January, 2023, the campus will meet 50% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5), Hearing Screening (Grades PK, K, 1, 3, 5), Type 2 Diabetes (Grades 1, 3, 5,) Medication Administration and AED Maintenance Checks during the 2022-2023 school year.

Evaluation Data Sources: School Nurse Data Tracking

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: The campus safety team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary</p> <p>Action Steps: 1. CLT develops a list of responsibilities assigned to safety team 2. Nurse develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and nurse at the beginning of the year</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus safety team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary</p> <p>Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Principal improves campus safety team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around safety will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.
School Processes & Programs
Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. Root Cause: Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Board Goal 5: N/A - Additional Campus Goals

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

By June 2, 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:

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

Measurable Objective 1: By January 2023, 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.

Evaluation Data Sources: PE Coach Tracking System

Nurse Data

Strategy 1 Details	Reviews			
Strategy 1: The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up Action Steps: 1. CLT develops a list of responsibilities assigned to SIR 2. SIR develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and SIR at the beginning of the year Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details		Reviews			
Strategy 2: The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Principal improves campus attendance team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up</p> <p>Action Steps: 1. CLT develops a list of responsibilities assigned to SIR 2. SIR develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and SIR at the beginning of the year</p> <p>Title I: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up</p> <p>Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Principal improves campus attendance team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker SIR SIR back up</p> <p>Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: The campus safety team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary</p> <p>Action Steps: 1. CLT develops a list of responsibilities assigned to safety team 2. Nurse develops and maintain a calendar that shows scheduled time for training, data entry, and other key task. 3. Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and nurse at the beginning of the year</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: The campus safety team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.</p> <p>Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around attendance will increase opportunities for learning.</p> <p>Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary</p> <p>Action Steps: 1. Lead team members use agendas and tracking tools for their responsibilities 2. Lead team meetings include written agendas and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Principal improves campus safety team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance. Strategy's Expected Result/Impact: Strong school leadership, planning, and systems around safety will increase opportunities for learning. Staff Responsible for Monitoring: Principal Teacher Specialist Social Worker Wrap Around Specialist Nurse Secretary Action Steps: 1. Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions 2. Includes modeling or exemplars that uses high leverage tools and techniques 3. Principal conducts job-embedded feedback loops with attendance leadership team members for continuous improvement Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Sixty- seven percent of our students are not progressing one or more years in their English Language Proficiency according to TELPAS. Root Cause: Teachers do not have skill set of EB specific learning strategies to use when delivering First Instruction to a group of diverse learners.
Student Learning
Problem of Practice 1: Sixty- two percent of our students are falling below the Meets Expectations standard across all subjects in STAAR. Root Cause: Teachers do not have the content knowledge to communicate content effectively and expertise to identify and address misunderstandings.
School Processes & Programs
Problem of Practice 1: Student are not given opportunities to practice their language acquisition skills during Tier 1 instruction. Root Cause: Teachers are doing too much talking and not embedded structured conversations and engagement strategies when planning lessons.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Campus Leadership Team (CLT) will review research based Sheltered Instruction practices provided by the district and determine the five focus strategies.
1	1	1	2	CLT will present and model high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures.
1	1	1	3	CLT will observe and provide feedback on high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures.
1	1	2	1	CLT will ensure all teachers are trained and calibrated on facilitating Benchmark Running Records.
1	1	2	2	CLT will ensure teachers have training and on going coaching in Guided Reading and Tier 1 Reading Instruction.
1	1	2	3	CLT will provide 2 coaching sessions with the RLA Administrator and the district's CIC over RLA.
2	1	1	1	Campus Leadership Team (CLT) will review research based Sheltered Instruction practices provided by the district and determine the five focus strategies.
2	1	1	2	CLT will present and model high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge and expertise and classroom environment, routines, and procedures.
2	1	1	3	CLT will observe and provide feedback on high yield campus wide instructional best practices and implementation roll out as it relates to content knowledge expertise and classroom environment, routines, and procedures.
2	1	2	1	CLT will ensure all teachers are trained on data analysis of REN360 data and developing intervention plans using the REN360 resources.
2	1	2	2	CLT will train and provide on going coaching in math concepts and personalizing math intervention plans.
2	1	2	3	CLT will provide each math teacher with 2 coaching sessions with the Math Administrator and the district's Math CIC .
3	1	1	1	Teachers will analysis data from various sources to create a Student Profile .
3	1	1	2	Teachers will consistently track and monitor data, and make intervention plans based on the data.
3	1	1	3	Teachers will implement student tracking systems with every student.
3	1	2	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
3	1	2	3	Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners.
3	1	3	1	CLT and Teachers review disaggregated data to group students for STAAR Review.

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	3	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
3	1	3	3	Teachers utilize additional resources to address individual student learning needs during STAAR Review.
4	1	1	1	Teachers will analysis data from various sources to create a Student Profile .
4	1	1	2	Teachers will consistently track and monitor data, and make intervention plans based on the data.
4	1	1	3	Teachers will implement student tracking systems with every student.
4	1	2	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
4	1	2	3	Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners.
4	1	3	1	CLT and Teachers review disaggregated data to group students for STAAR Review.
4	1	3	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
4	1	3	3	Teachers utilize additional resources to address individual student learning needs during STAAR Review.
5	1	1	1	The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	1	1	2	The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	2	1	1	The campus discipline team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	2	1	2	The campus discipline team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	3	1	1	The campus discipline team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	3	1	2	The campus discipline team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	4	1	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
5	4	1	3	Teachers have protected time to collaborate with in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of all learners.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	1	CLT and Teachers review disaggregated data to group students by English Language Proficiency.
5	5	1	2	Teachers use a cycle of action planning, individually and during Data Talks to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.
5	5	1	3	Teachers utilize additional resources to address individual student learning needs for TELPAS assessment.
5	6	1	1	The campus FACE team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	6	1	2	The campus FACE team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	6	1	3	Principal improves campus FACE team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase family Engagement.
5	7	1	1	The campus safety team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	7	1	2	The campus safety team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	7	1	3	Principal improves campus safety team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance.
5	8	1	1	The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	8	1	2	The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	8	1	4	The campus attendance team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	8	1	5	The campus attendance team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	8	1	7	The campus safety team has clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on a weekly calendar.
5	8	1	8	The campus safety team uses consistent written protocols and processes to lead each department and meets regularly to focus on progress and data.
5	8	1	9	Principal improves campus safety team through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices to increase attendance.

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	3	Think Up Materials	6300 - Supplies and Materials	\$2,000.00
4	1	3	3	Think Up Materials	6300 - Supplies and Materials	\$2,000.00
Sub-Total						\$4,000.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	3	Extra Duty Pay for Tutorials	6100 - Payroll	\$2,500.00
4	1	3	3	Extra Duty Pay for Tutorials	6100 - Payroll	\$2,500.00
Sub-Total						\$5,000.00

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
