

Houston Independent School District
223 Pugh Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 5, 2022

Demographics

Demographics Summary

Pugh Elementary School serves approximately 353 students in the Denver Harbor neighborhood, which is located east of downtown Houston. The school's demographics include 96.4% Hispanic, 1.8% African American, 1.3% White and .5% American Indian. From our student population we serve 97% who are economically disadvantaged, 42% who are English Language Learners and 5.9% of students who receive special education services. At Pugh Elementary School we offer various programs for our students. One program we offer is the two-way dual language program. This program is offered from Pre-Kindergarten through 5th grade where 50% of the instructional day is in English and 50% of the day is in Spanish. Another program we offered is our S.T.E.A.M. program for all of our students. All teachers at Pugh Elementary are qualified to meet our student's needs. All teachers are general education certified, all but two having a bilingual certification or an ESL certification.

Demographics Strengths

Pugh is a small campus and this allows us to ensure a laser-like focus on student mastery and improvement. We are a dual language and a STEAM magnet campus, which gives us an advantage in marketing in our area. Pugh is a diverse campus with students speaking both English and Spanish as their native language. Pugh staff participate in high quality staff development aligned to targeted campus needs in order to increase teacher knowledge and student achievement. Pugh staff is collaborative in their teaching approach. Staff and parents both believe the number one strength of the campus is the caring, dedicated staff.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Pugh's demographics continually shift each year including a slight decrease of English Language Learners and families needing affordable housing. **Root Cause:** Our neighborhood is experiencing a shift in dwelling. Many generational homeowners are moving due to an increase in rental properties.

Student Learning

Student Learning Summary

Pugh Elementary School has met standards based on the aggregate 2021-2022 STAAR results in Reading, Math, and Science. Students Reading STAAR scores have increased in 5th grade by 20%, 5% in 3rd grade, and decreased slightly in 4th grade by 2%. We increased the Meets level in all grade levels and subjects with the exception of 4th grade Reading. Reading scores are showing improvement due to consistent implementation of balanced literacy.

Our End of Year Benchmark Running records have increased slightly in all grade levels as gaps are still in place because of the interruption in learning due to COVID. Pugh had 85% mastery in High Frequency Word Evaluation in 1st and 2nd grade.

Student Learning Strengths

During the 2021-2022 school year our Pugh Elementary students Reading STAAR scores increased in 3rd and 5th grades due to teacher capacity and support from ieducate to close gaps and regressions. Although our students were faced with interruptions in learning, gaps and regressions from the previous year they came to school or attended virtually ready to learn. Reading scores are showing slight improvement due to consistent implementation of balanced literacy. Pugh had 85% mastery in High Frequency Word Evaluation in 1st and 2nd grade due to a strategic focus on learning the high frequency words to aid in reading.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The students at our school continue to have gaps and regressions in their learning caused by interruptions in instruction resulting in a regression of student mastery of current content. **Root Cause:** Students at Pugh experienced frequent interruptions in learning due to the effects of COVID19.

School Processes & Programs

School Processes & Programs Summary

Reading and Math teachers were provided with opportunities to plan after school with the administrative team, which allowed them opportunities to collaborate and provide each other with instructional resources. Teachers also attended professional development to build capacity in planning and instructional practice by Vontoure Learning, Carolyn White from Rice University School Mathematics Program, Neuhaus, Empowering Writers and district teacher development specialist. The implementation of a daily exit ticket tracker assisted in formulating small groups and aiding in targeting skills that were needing additional assistance to close the gaps. The strategic monitoring and implementation of the components of the reading block by the assistant principal and teacher development specialist for math allowed them to coach teachers effectively to ensure high quality instruction was being delivered. The target area will be our new teachers in kindergarten, first, and second grade this year. Teachers used data provided to them through formative assessments to dive deeper into student misconceptions.

School Processes & Programs Strengths

Pugh teachers are supported by administration and outside vendors. Our Pugh process and program strengths include collaborative planning processes to ensure equity in instruction. Relationship building between students, staff, and parents enhances our school community and instructional integrity. Our Pugh staff is growing in their ability to unpack TEKS and use common assessment data to drive instruction. Pugh welcomes innovative practices among students, staff, and parents.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Our third year teachers need capacity building around higher order thinking and depth of knowledge. **Root Cause:** Pugh has a high percentage of teacher with 0 to 5 years experience.

Perceptions

Perceptions Summary

The mission of Pugh Elementary School is to build a strong, equitable academic culture so that students are empowered to become competitive global graduates. At Pugh Elementary we aim to prepare students to be biliterate and respect all cultures.

At Pugh Elementary we create leaders who can be successful citizens by providing students with equitable opportunities to learn and grow. Through multicultural experiences students can become critical thinkers who persevere in a global society.

Pugh Elementary works to ensure our school is a family friendly environment. Family involvement is a key component of student success and it is imperative to us that we support parents by creating a climate that is responsive and communicative in nature allowing the school and family to work as partners in the educational process. Various opportunities for family engagement are offered each year by our wraparound specialist and after-school coordinator.

Perceptions Strengths

Prior to the COVID pandemic, Pugh had a multitude of family and community events which focus on the importance of a positive relationship between home and school. We hosted curriculum nights, family luncheons, PTO fundraisers, grade level parent volunteers, and field days. We are working hard to reignite this relationship post the pandemic. Our campus engages in Sanford Harmony to help address the social and emotional needs of at-risk students. We use Class Dojo as a way of communication with parents and keep them informed (weekly eNews, website, social media, School Messenger/Parent Link)

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Our focus will be to re-establish parental involvement and support on campus after the pandemic. **Root Cause:** Due to continuous spikes in COVID cases, parents were not allowed to be highly visible on campus.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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

Goal 1: During the 2022-2023 school year our Meets grade level standard on STAAR will increase by 5% for grades 3-5 as measured by the STAAR Reading assessment.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of K-5 ELAR teachers will implement backward design to plan using curriculum maps, formative assessment blueprints, and Lead4ward resources.

Evaluation Data Sources: Teacher feedback, lesson plan review, and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Pre-Service ELA PD Strategy's Expected Result/Impact: Teachers will understand the components of the ELA block and utilize time effectively to meet objectives, Staff Responsible for Monitoring: Classroom teachers, teacher leaders, and administrative team. Action Steps: Provide expectations of the ELA block so that teachers know how to plan for daily instruction. Once teachers are familiar with the expectations and components of the ELA block, they will be able to allocate time effectively to meet objectives. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Planning Sessions every 6 weeks (Plan4Success) Strategy's Expected Result/Impact: Increase teacher capacity by understanding the rigor of TEKS and STAAR questioning and incorporating best practices in teaching content. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Ensure all teachers are trained to plan using the backward design model. All teachers are able to effectively use curriculum maps, formative assessment blueprints, and Lead4ward field guides to plan. 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 Funding Sources: 3 Substitutes needed per day for five days - 1991010001 - General Fund - Regular Program - 6100 - Payroll - \$17,437.50	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: At-Bats PLCs Strategy's Expected Result/Impact: Teachers will receive real-time feedback before going live with instruction so that they can make adjustments as needed. Staff Responsible for Monitoring: Classroom teachers, teacher leaders, and administrative team. Action Steps: Teachers will create a lesson to model for team during PLC and get real-time feedback. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: ELAR teachers in 3rd-5th will utilize online resources from Empowering Writers to plan instruction for ELA/SLA.

Evaluation Data Sources: Teacher feedback, writing portfolios, and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Campus-Wide Writing Pre-Service PD Strategy's Expected Result/Impact: Teachers will become familiar with the campus-wide writing plan and learn the expectations for monthly writing prompts. Staff Responsible for Monitoring: Classroom teachers, teacher leaders, and administrative team. Action Steps: Teacher leader and principal will collaborate on Writing Plan. PD will be delivered during Pre-Service. Teachers will collect samples in writing portfolios which will be stored in writing crates. Follow up PLCs will occur monthly. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development and resources needed to plan effective and engaging ELAR instruction. Strategy's Expected Result/Impact: Increase teacher capacity by understanding the rigor of TEKS and incorporating best practices in teaching content. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Teachers will engage in monthly planning sessions and utilize Empowering Writers resources along with district planning guides to plan instruction. 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Writer of the Month awards Strategy's Expected Result/Impact: Students will go through the writing process to complete monthly prompts. From those prompts, teachers will select a Writer of the Month to be recognized.	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Classroom teachers and administrative team.

Action Steps: Teachers will collect writing prompts and during monthly PLC's will select a Writer of the Month based on a grade level rubric.

Title I:

2.4, 2.5

- **TEA Priorities:**

Recruit, support, retain teachers and principals



No Progress



Accomplished



Continue/Modify



Discontinue

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

Goal 1: During the 2022-2023 school year our Meets grade level standard on STAAR will increase by 5% in grades 3-5 as measured by the STAAR Math assessment.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of K-5 Grade Math teachers will participate in Eureka Math Curriculum Design and Training.

Evaluation Data Sources: Math formative assessments, teacher feedback, lesson plans and resources review.





Strategy 1 Details	Reviews			
Strategy 1: All math teachers will attend Eureka implementation PD before the beginning of the year. Strategy's Expected Result/Impact: Teacher will become familiar with the pilot program that we will implement this year. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Provide substitutes if applicable to ensure all teachers are able to attend PD before the beginning of the school year for 2022-2023. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: District Eureka PD Strategy's Expected Result/Impact: All math teachers will attend PD offered by the district to deepen their understanding of the implementation of Eureka Math. Staff Responsible for Monitoring: Classroom teachers, CIC, classroom leaders, and administrative team. Action Steps: Teachers will be provided the opportunity to attend PD. After their PD teachers will debrief with Math Team Lead to determine next steps in implementation. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Planning sessions every 6 weeks (Plan4Success) Strategy's Expected Result/Impact: Increase teacher capacity by understanding the rigor of TEKS and STAAR questioning and incorporating best practices in teaching content. Staff Responsible for Monitoring: Classroom teachers, Eureka CIC, and administrative team. Action Steps: K-5 teachers will engage in Eureka PD offered by the district, scheduled Planning 4 Success sessions prior to next 6 weeks, schedule CIC support for planning. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	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 2: 100% of Tier II and Tier III students will receive timely and effective math interventions.

Evaluation Data Sources: Universal REN360 screener.

Strategy 1 Details	Reviews			
Strategy 1: Pre-Service RTI-IAT Interventions PD Strategy's Expected Result/Impact: All teachers will learn the expectations around RTI-IAT documentation and interventions. Staff Responsible for Monitoring: Classroom teachers, IAT Liaison, and administrative team. Action Steps: During the Pre-Service PD, the IAT Liaison will deliver expectations around documentation. The Teacher Specialist will model a lesson using researched based effective and systematic instructional practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Identify and track student performance by TEKS in order to provide targeted small group lessons, workstation activities, and pull out interventions. Strategy's Expected Result/Impact: Student progress on the Universal Screener will show tier growth at each of the benchmark periods- BOY, MOY, and EOY. Staff Responsible for Monitoring: Classroom teachers, interventionist, and administrative team. Action Steps: Underperforming students will be monitored bi-monthly at campus IAT meetings. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All K-5th students will participate in Zearn online lessons weekly. Strategy's Expected Result/Impact: Students will show progress based a minimum of 90 minute weekly usage. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Teachers will allocate time in their schedules to provide 30 minutes daily. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Goal 1: The percentage of students being retained will decrease from 10 during 2021-2022 students to 5 for 2022-2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of Kindergarten students performing at their native language at or above grade level as measured by Benchmark Running Records will be at 85% at the End of the 2023 school year.

Evaluation Data Sources: Reading formative assessments, BRR, TX KEA, and HFWE.





Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement research-based effective and systematic instructional practices that will assist Kindergarten students in developing into proficient readers.</p> <p>Strategy's Expected Result/Impact: 85% of students reading at or above grade level.</p> <p>Staff Responsible for Monitoring: Classroom teachers, MCL, and administrative team.</p> <p>Action Steps: During Professional Learning Community meetings teachers will model for each other and practice comprehension, fluency and word study skills. The Multi-Classroom Leader will plan with teachers specifically focusing on Word Study and the reading mini-lesson. Teachers will receive coaching that provides next steps for improved instruction. Teachers and campus leaders will disaggregate student data to determine reteach objectives, objectives to be addressed in workstations and during small group instruction.</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</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implement early response to intervention for students at-risk for reading difficulties. Strategy's Expected Result/Impact: 85% of students reading at or above grade level Staff Responsible for Monitoring: Classroom teachers, MCL, and administrative team Action Steps: During Professional Learning Community meetings teachers will analyze data from TX KEA, BRR, and HFWE to identify students at-risk and place students in small groups according to their individual needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement Guided Reading groups to practice reading strategies that will develop decoding and comprehension skills using level-appropriate texts. Strategy's Expected Result/Impact: 85% of students reading at or above grade level Staff Responsible for Monitoring: Classroom teachers, MCL, and administrative team Action Steps: During Professional Learning Community meetings teachers will model for each other and practice conducting a Guided Reading lesson. Teachers will analyze data from TX KEA, BRR, and HFWE to group students by reading levels to form small groups according to their individual learning needs. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Utilize interventions to increase student achievement by developing effective instructional strategies that will close achievements gap.

Evaluation Data Sources: Circle, TX KEA, Ren360, Benchmark Running Records, and formative assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement a systematic approach to interventions in reading and math. Strategy's Expected Result/Impact: Increase student achievement in Reading and Math Staff Responsible for Monitoring: Classroom teachers, teacher leaders, and administrative team. Action Steps: Train teachers to use Focused Kits, Zearn and STAAR Masters as a part of interventions for 3rd-5th grade. Ensure teachers are implementing Really Great Reading during small groups/whole group and HMH Word Study during Tier 1 instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement individualized response to intervention by the campus Reading and Dyslexia Interventionist. Strategy's Expected Result/Impact: Provide Tier 2, Tier 3 , and students at-risk for dyslexia with targeted reading interventions on a weekly basis. Staff Responsible for Monitoring: Reading/Dyslexia interventionist, classroom teachers, administrative team Action Steps: The reading/dyslexia interventionist will provide weekly interventions to students as follows: Tier 2 students with 60 minutes of reading interventions, Tier 3 students with 90 minutes of reading interventions and students at-risk for dyslexia with 30 minutes daily. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement individualized response to intervention through after-school and Saturday tutorials to target reading and math learning gaps. Strategy's Expected Result/Impact: Provide students with targeted interventions using Measure Up! to address	Formative			Summative
	Nov	Jan	Mar	June

<p>student needs and increase student achievement in Reading and Math.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrative team</p> <p>Action Steps: During PLC, teachers will participate in training to implement Measure Up! to address students' needs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading will increase from 1 student in spring 2022 to 4 in spring 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of our students are in the correct Instructional Setting and provided the accommodations in their IEP.

Evaluation Data Sources: Campus Special Education student report.





Strategy 1 Details		Reviews			
Strategy 1: SPED 101 Pre-Service PD Strategy's Expected Result/Impact: Teachers will learn the expectations of implementing student IEP's to meet their individual goals. Special Education Chairperson will review the Do's and Don'ts of ARD meetings and communication with parents regarding students. Staff Responsible for Monitoring: Classroom teachers, Special Education Chairperson, Special Education co-teacher, and administrative team. Action Steps: SPED Chairperson will present PD and provide student folders with specific information regarding each student. Teachers will be knowledgeable and ready to serve their students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Ensuring students receiving resource services are provided with their precise accommodations in the classroom and on assessments. Strategy's Expected Result/Impact: Students receiving resources and accommodations will achieve their year's growth on STAAR and/or EOY assessments. Staff Responsible for Monitoring: SPED co-teacher, SPED Chairperson, and administration team. Action Steps: Train teachers during pre-service, follow up during PLC's to provide accommodations for students who need accommodations. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will complete weekly accommodation documentation and submit to co-teacher. Strategy's Expected Result/Impact: Teachers will be accountable for providing precise accommodations for all students. Students will be familiar with resources and know how to utilize to increase their understanding.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: 100% of our Special education students show growth on STAAR or EOY assessments due to accommodations provided in the classroom.

Evaluation Data Sources: STAAR and EOY assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and co-teacher will engage collaborative planning sessions.</p> <p>Strategy's Expected Result/Impact: Students will show evidence of adequate growth on the STAAR and EOY assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, SPED co-teacher, SPED Chairperson, and administrative team.</p> <p>Action Steps: Teachers and co-teacher will plan together to ensure research-based strategies are being used to meet student's academic goals. Students will engage in explicit instruction that meets their specific needs. Teachers will use a variety of instructional tools to enable students to show mastery on deficit skills.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Third through fifth grade teachers will be trained to use the Focus Kits for Tier III interventions.</p> <p>Strategy's Expected Result/Impact: Students will show growth on formative assessments and STAAR and EOY assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, SPED co-teacher, and administrative team.</p> <p>Action Steps: Teachers and campus leadership will disaggregate student data to determine reteach standards, student groupings for interventions and the instructional needs of each intervention group. Campus leadership will monitor interventions to determine level of instruction and provide teachers with any needed coaching. Additional support will be given to teachers by the district intervention team through modeling and planning.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Co-teacher will create individualized goals and track progress throughout the year. Strategy's Expected Result/Impact: Students will know what their individual goal is and have something to work towards to. Staff Responsible for Monitoring: Classroom teachers, SPED co-teacher, and administrative team. Action Steps: SPED co-teacher will work with teachers and use data to create individualized goals. Co-teacher will track goals and meet with students after formative assessments. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE-The attendance rate of 91.1% will increase to 95% during the 2022-2023 school year.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Increase the attendance rate of 91.1% to 95% during the 2022-2023 school year.

Evaluation Data Sources: Attendance trends per week.

Strategy 1 Details	Reviews			
Strategy 1: Homeroom classes will use RAM ATTENDANCE trackers. When the class completes the tracker, they will receive a class party. Strategy's Expected Result/Impact: By motivating homeroom classes, students will increase attendance. Staff Responsible for Monitoring: Classroom teachers, Student Information Representative, Wraparound Specialist, and admin team. Action Steps: Ensure all teachers have attendance trackers and students and parents are aware of incentive. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Visit the homes of students who are not in attendance before the 9:30 ADA time. Strategy's Expected Result/Impact: By going to homes, parents will understand the importance of students coming to school. Staff Responsible for Monitoring: Classroom teachers, admin team, wraparound and school counselor Action Steps: Ensure all teachers let the front office know who is not in class by 8:00. Call students who are absent, go to the homes of parents who do not answer. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: At Popsicles with the Principal, Mrs. Montoya presented a slide show to parents informing them of the school start time. Strategy's Expected Result/Impact: This parent meeting brought awareness to the importance of attendance. Staff Responsible for Monitoring: Teachers, admin team, wraparound, counselor, SIR Action Steps: Flyers sent out for meeting date and time. Powerpoint prepared by Mrs. Montoya. Information presented to parents Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 2: Increase student buy in and excitement for school resulting in an increase of the attendance rate of 91.1% to 95% for the 2022-2023.

Evaluation Data Sources: Attendance trends per grading period.

Strategy 1 Details	Reviews			
Strategy 1: Perfect attendance celebration using the school-wide House system. Strategy's Expected Result/Impact: By celebrating House teams, students will be vertically motivated to come to school daily. Staff Responsible for Monitoring: SIR, admin team, House spirit leaders. Action Steps: Ensure students are aware of incentives and announce daily attendance by homeroom. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use the family handbook to inform parents of the attendance expectations. Strategy's Expected Result/Impact: Families will feel an obligation to bring their students to school on time daily. Staff Responsible for Monitoring: Teacher, admin team, wraparound, counselor, SIR. Action Steps: Create handbook that includes parent friendly language as it pertains to attendance. Pass out handbooks during the first week of school, keep extra copies of the handbook for parent use. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Pep rally to encourage students to attend school in order to earn incentives. Students were told about the friendly competition between house systems to attend school on time daily. Strategy's Expected Result/Impact: Students will want to attend school in order to earn more points than their competition. Staff Responsible for Monitoring: Teacher, admin team, wraparound, counselor, SIR Action Steps: Create house teams(friendship, respect & courage). Let teachers and students know they house they belong to. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 3: SPECIAL POPULATIONS: During the 2022-2023 school year our EB students will show a five point increase in Domain III as measured by the TELPAS assessment.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: EB students will show one levels growth in Listening and Speaking during the 2022-2023 school year.

Evaluation Data Sources: Summit K-12, TELPAS





Strategy 1 Details	Reviews			
Strategy 1: All K-5th teachers will attend Summit K-12 PD at the beginning of the year. Strategy's Expected Result/Impact: Teachers will know the expectation and become familiar with the Summit K-12 platform. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Provide time during Pre-Service to allow teachers to attend Summit K-12 PD. Register teachers so that they have access to their rosters. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All PreK-5 teachers will implement the QSSSA strategy throughout their lessons. Strategy's Expected Result/Impact: By providing opportunities for students to engage in structured conversations they will become confident in speaking. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Train teachers on the QSSSA strategy. Inspect the implementation of the strategy throughout lessons. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement alignment of content and language objectives. Strategy's Expected Result/Impact: Students will know the expectations of the lesson for both content and language. They will be provided opportunities to engage in all language domains. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Provide PD during PLC. Inspect LP, conduct walkthroughs, and provide feedback. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: EB students will show one levels growth in Writing during the 2022-2023 school year.

Evaluation Data Sources: Summit K-12, writing samples, and TELPAS.

Strategy 1 Details	Reviews			
Strategy 1: Time will be built in to the master schedule for Summit K-12 for all K-5 classrooms with EB students. Strategy's Expected Result/Impact: Students will engage in Summit K-12 platform a minimum of 45 minutes a week. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Designate allotted time for K-5 classrooms. Review daily schedules. Walk classrooms to ensure implementation is occurring. Title I: 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Campus-wide writing plan with monthly prompts for all students. Strategy's Expected Result/Impact: Students will be provided the opportunity to develop their writing skills and receive feedback monthly. Staff Responsible for Monitoring: Classroom teachers and administrative team. Action Steps: Provide Pre-Service PD on campus-wide writing plan. Teachers will collect writing samples monthly. Monthly PLC's to review writing prompts. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Weekly computer lab time for all K-5 teachers. Strategy's Expected Result/Impact: Students will practice computer skills and be provided the opportunity to develop typing skills. Staff Responsible for Monitoring: Classroom teachers, Media Specialist, and administrative team. Action Steps: Create computer lab schedule where time is allotted for weekly rotations. Teachers and Media Specialist will collaborate on weekly work. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 100% of all students who are in the Special Education program will improve one reading level by the end of the school year.

Evaluation Data Sources: Benchmark Running Records

Strategy 1 Details	Reviews			
Strategy 1: Special Education Co-Teacher will conduct Guided Reading groups with students daily. Strategy's Expected Result/Impact: Students will improve reading and comprehension levels. Staff Responsible for Monitoring: Teachers & Admin team Action Steps: Train teachers on running records and the implementation of guided reading strategies. Group students according to their reading levels, progress monitor students to see growth. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will receive interventions daily that will assist them in meeting their reading goals Strategy's Expected Result/Impact: Students will improve their reading levels through small group instruction. Staff Responsible for Monitoring: Teachers, Admin team Action Steps: Establish intervention groups, strategies to help students become better readers and meet with students consistently to see results. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 5: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Parent and community engagement will increase by 5% during the 2022-2023 school year as measured by sign-in sheets and Class Dojo parent enrollment.

Evaluation Data Sources: Parent sign-in sheets
Class Dojo enrollment
Parents Compacts

Strategy 1 Details	Reviews			
Strategy 1: School-wide parent monthly newsletters will be posted on Class Dojo to provide parents with opportunities for engagement. Strategy's Expected Result/Impact: Parents will be aware of upcoming events. Staff Responsible for Monitoring: Administration, teachers, counselor, and wrap-around specialist Action Steps: Collaboration in creating the monthly newsletters and posted in Class Dojo. Title I: 2.4, 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Administration will implement Monthly Coffee with the Principal to promote community and academic resources. Strategy's Expected Result/Impact: Parents will be informed of the variety of resources available to students and families. Staff Responsible for Monitoring: Administration, teachers, counselor, and wrap-around specialist Action Steps: Plan the monthly dates, send flyer home with students, research appropriate resources to provide for families. Title I: 2.4, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: A Literacy and Math night will be held to engage students and parents with activities and strategies that can be used at school and the home. Strategy's Expected Result/Impact: Parents and students will gain a better understanding of effective strategies that are used in the classroom and can implemented at home. Staff Responsible for Monitoring: Administration, teachers, counselor, and wrap-around specialist Action Steps: Teachers will collaborate to create meaningful activities to engage students and parents. Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Board Goal 5: N/A - Additional Campus Goals

Goal 6: MANDATED HEALTH SERVICES

Board Goal 5: N/A - Additional Campus Goals

Goal 7: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

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

Board Goal 5: N/A - Additional Campus Goals

Goal 8: OTHER UNMET (If applicable)

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the parents, teachers and the administrative team.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- SDMC members meeting to discuss ways to improve campus systems
- Discussing the SIP elements
- Assisting with the implementation of instructional strategies that help all students

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

- Progress Monitoring
- Calibration Walks
- Classroom Data Walls
- PLC Data Wall

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

The SIP is available to parents in the following locations:

- School website

- Front office

The SIP was made available to parents by:

- School website

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these school-wide reform strategies:

- Provide students with the accommodations needed to show growth
- School-wide intervention block to help Tier 2 and Tier 3 students
- Provide small group instruction for all students
- Implement Higher Order Thinking questions that help students develop their critical thinking skills
- Use Sheltered instruction to build students ability to listen, speak, read and write

2.5: Increased learning time and well-rounded education

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

- Implementing Daily Schedules
- Effectively implement classroom procedures that maximize instructional time
- Utilize clocks and tight transitions to help students end and start activities
- Do-now activities
- Teach students how to speak to each other and use academic vocabulary through Turn and Talks

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

As a campus we look forward to addressing the needs of all students. Teachers are given opportunities to work with their peers and consultants to strengthen instructional practices. These opportunities include the following.

- Faculty Meetings
- Professional Learning Communities
- At-Bats Sessions
- Instructional Walks
- Planning Sessions (Plan 4 Success)
- Campus wide intervention block
- Focus on small groups & Higher Order Thinking Questions
- Use of Sheltered Instruction Strategies for all students especially English Language Learners

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Based on the school rating from TEA, of an A-rated campus, our campus is on track. Minor adjustments need to be made to the plan to ensure we continue to meet the needs of our students.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Roxana Cabrera
- Parent - Nancy Delgado
- Teacher - Guadalupe Banda
- Teacher- Anthony Infante
- Administrator- Alicia Gray

The PFE was distributed

- On the campus website
- Paper copy provided to parents
- Copies in the front office

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Invite families to participate in Literature Night & Math Night
- Invite parents to participate in Coffee with the Principal consistently
- Use Class Dojo to communicate all campus events

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 15, 2022 at 8:00 AM
- Meeting #1 Alternate - September 22, 2022 at 4:00 PM
- Meeting #2 - November 10, 2022 at 8:00 AM
- Meeting #2 Alternate - November 15, 2022 at 4:00 PM
- Meeting #3 - January 12, 2023 at 8:00 AM
- Meeting #3 Alternate - January 26, 2023 at 4:00 PM
- Meeting #4 - March 9, 2023 at 8:00 AM
- Meeting #4 Alternate - March 21, 2023 at 4:00 PM

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Gray	Teacher Specialist	Title I	1.0
Anthony Infante	Teacher, Class Reduction	Title I	1.0

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2	3 Substitutes needed per day for five days	6100 - Payroll	\$17,437.50
Sub-Total						\$17,437.50

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"/>

SIP APPROVAL 2022-2023

School Name and Campus #: 223 Pugh ES

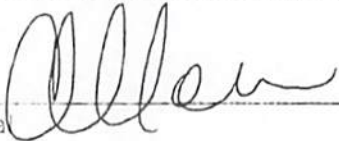
Principal Name: Claudia Montoya

School Office: ES03

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on September 22, 2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

Principal

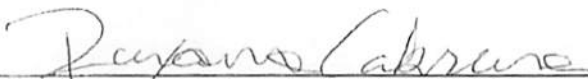


Date

9/22/22

Signatures below indicate review and approval of this document.

PTO/PTA or other Parent Representative



Date

9/22/22

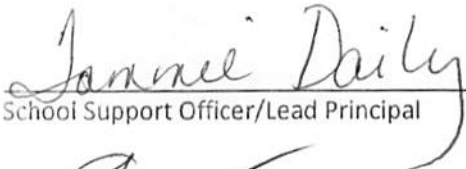
SDMC Teacher Representative



Date

9/22/22

School Support Officer/Lead Principal



Date

9/30/22

School Office Assistant Superintendent



Date

9/30/22

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)

(if applicable or still in use under grant contract)

Date