Houston Independent School District

231 Roosevelt Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

Roosevelt Elementary collaborates with all stakeholders in order to create a safe and inclusive environment to provide authentic and engaging lessons to equip our Bears with academic knowledge and social skills to achieve their goals.

Vision

Our vision is to develop versatile students prepared to be leaders of tomorrow.

Value Statement

Roosevelt Elementary has a purpose to ensure all children strive to reach high expectations that will prepare them for a well-round future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Theodore Roosevelt Elementary School is a Vanguard Magnet and Dual Language (Spanish) school serving Prekindergarten through 5th Grade students in Houston ISD in north Houston, Texas. Houston ISD is a diverse district that educates nearly 197,000 students. The district's 276 campuses include 160 Pre-Kindergarten - Grade 5 elementary schools, 39 Grade 6 - Grade 8 middle schools, 37 Grade 9 - Grade 12 high schools, and 32 combined grade level schools. The district's ethnic composition is 62% Hispanic, 22% African American, 10% white, and 4% Asian.

Roosevelt Elementary's enrollment for the 2021-2022 was 440 students. Of those 441 students, 92% were Hispanic, 5% were African American, 2% were White, and 1% were Asian. The Vanguard Magnet program serves the needs of Gifted and Talented students (15%). The Dual Language program provides instruction to native Spanish and native English speakers so all students in the program become fully bilingual, bi-literate, and bi-cultural by the end of fifth grade (34%). In all, zoned students account for 45% of the student population while 55% transfer into either our Magnet or Dual Language program or have another qualifying reason to transfer. Roosevelt offers a variety of Special Education programs including speech, resource, Skills for Living and Learning (SLL, 1-5), Structured Learning Classroom (SLC, 1-5) servicing a total of 38 students (7%). Our attendance rate for the 2021-2022 school year was 91%, which is a decrease of 3% from the 2020-2021 school year.

The staff at Roosevelt Elementary consisted of professionals and paraprofessionals who were 18% African-American, 43% Hispanic, 5% Asian, and 34% White. Of the 48 staff members, 90% were female and 10% were males. The teachers on staff had an average of 6-10 years of experience. All teachers were certified by the State and considered highly qualified by federal standards. To support our campus needs, this year we have an RLA/SLA Interventionist, Our LEP Coordinator monitored our English Learners who received support through our EL programs.

Demographics Strengths

Roosevelt Elementary School has many strengths. Some of our most notable strengths include:

1. The campus earned a 94 rating based on the 2021-2022 accountability standards and received a distinction in Top 25% Comparative Closing the Gaps.

2. The actual class size of many of the Pre-Kindergarten through Grade 4 classes was below the 22:1 ratio.

3. There were 0 documented student discipline referrals for the 2021-2022 school year.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Based on the 2021-2022 enrollment data in A4E, the student enrollment dropped 504 students for the 2020-2021 academic year to 440 students for the 2021-2022 school year leading to a drop in the number of students in the Vanguard program. **Root Cause:** The addition to charter schools within the community have given parents more options in where to send their children to school.

Problem of Practice 2 (Prioritized): Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause:** Affects from COVID

classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

Student Learning

Student Learning Summary

For the 2021-2022 school year, Roosevelt Elementary School received an accountability score of 94. The scores for each domain are listed below:

- Domain I: Student Achievement = 75
- Domain II: School Progress = 91
- Domain III: Closing the Gaps = 100

The 2021-2022 preliminary data are:

- Reading (App/Meets/Masters)
  - Campus = 72%/47%/28%
  - 3rd Grade = English 71%/49%/28%
  - 4th Grade = English 68%/37%/20%
  - 5th Grade = English 77%/56%/39%
- Math
  - Campus = 71%/43%/22%
  - 3rd Grade = English 74%/48%/20%
  - 4th Grade = English 68%/32%/18%
  - 5th Grade = English 73%/50%/27%
- Science
  - 5th Grade = 56%/30%/17%

TELPAS

The breakdown of each composite ratings is below:

- Beginning = 14%
- Intermediate = 31%
- Advanced = 40%
- Advanced High = 15%

Students at Roosevelt Elementary have the highest level of achievement in the Listening domain and the lowest level of achievement in the Reading domain.

REN360

Math EOY Diagnostic Results:

- Urgent Intervention - 10%
- Intervention - 14%
- On Watch - 16%
- At/Above - 61%

Literacy EOY Diagnostic Results

- Urgent Intervention - 19%
- Intervention - 17%
- On Watch - 13%
- At/Above - 52%

Student Learning Strengths

Roosevelt is elated at the following strengths from the 2021-2022 academic year:

1. 100% of all targets under Domain 3: Closing the Gaps were made.
2. 61% percent of all students scored "At or Above Benchmark" on the Math EOY Renaissance 360 Diagnostic assessment.
3. 52% percent of all students scored "At or Above Benchmark" on the Reading EOY Renaissance 360 Diagnostic assessment.
4. 100% of students achieved a "Satisfactory" rating on the Math and Science STAAR Alt assessments.
5. 55% of EL students have a composite rating of Advanced or Advanced High.
6. The TELPAS progress rate was 44% as compared to the target of 36%.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause:** Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

Problem of Practice 2 (Prioritized): According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause:** There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 3 (Prioritized): The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause:** Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Roosevelt Elementary School is guided by the district's TEKS based scope and sequence, which is housed in the HUB. During the 2021-2022 school year, all teachers in kindergarten grade through fifth grade met bi-weekly for planning. These meetings, or Professional Learning Communities (PLCs), were held under the guidance of the instructional leadership team (Principal, Assistant Principal, and Teacher Specialist). The planning meetings were held on varied days. The teachers used this time to review the TEKS, analyze the data, discuss the delivery of instruction, decide which materials would be needed, and choose the appropriate assessment. Also, during the PLC sessions, there were conversations centered around RtI supports that would be provided to the identified scholars.

As expected by the district, the campus administered universal screeners at the BOY, MOY, and EOY to identify and progress monitor scholars for RtI supports. For reading and math, we used Renaissance 360, for all scholars in grades kindergarten through fifth grade. The scholars that were identified for RtI support were provided differentiated interventions for varied durations and frequency and progress monitored based on their Tier (Tier I, Tier II, and Tier III) by classroom teachers and identified support professionals. In addition to district assessments, campus leadership and teacher created campus based formative assessments to help inform instructional decision on the campus.

The academic programs offered are Dual Language and Gifted and Talented. The Dual Language curriculum offers students an opportunity to learn a second language by being taught in both English and Spanish. Students retain their first language, customs, and traditions while becoming fluent in a second language. Our campus follows the 50/50 model where instruction is taught in both languages. The Dual Language teachers utilize Sheltered Instruction practices that help students develop content knowledge, language proficiency, and academic skills at the same time. The Vanguard GT program serve students who have been identified by HISD as gifted and/or talented in intellectual ability, creativity, and/or leadership. We provide extended, rigorous, and accelerated curriculum and instruction as well as various enrichment opportunities. Our vanguard magnet students participate in research projects that culminate in advanced level products and/or performances.

School Processes & Programs Strengths

Roosevelt Elementary has identified the following strengths:

1. The campus has developed an aligned curriculum.
2. The campus engages in an ongoing, structured Professional Learning Community
3. The campus has developed an aligned common assessment system
4. Teachers participate and take ownership in the development of professional development to increase student achievement

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause:** Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

Problem of Practice 2 (Prioritized): Based on the 2021-2022 enrollment data in A4E, the student enrollment dropped 504 students for the 2020-2021 academic year to 440 students for the 2021-2022 school year leading to a drop in the number of students in the Vanguard program. **Root Cause:** The addition to charter schools within the community have given parents more options in where to send their children to school.

Problem of Practice 3 (Prioritized): According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause:** There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 4 (Prioritized): The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause:** Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

Perceptions

Perceptions Summary

For the 2021-2022 school year, Roosevelt Elementary penned "Bears Coming Home" as the theme for the campus. The teachers and students were constantly reminded of how excited everyone was to be back on campus. Students and teachers were appreciative all efforts to return to some form of "normalcy" on campus after the previous two school years being altered due to the COVID Pandemic.

The staff perceived that:

- The level of collaboration on campus increased from the top down.
- The level of support for administration is appropriate for the work needed to be done on campus.
- Administration shows their appreciation for the staff in many ways.
- There is a teacher, counselor, or other staff member to whom a student can go from help with a personal problem.
- There is a teacher, counselor or other staff member to whom a student can go for help with a school problem.
- Bullying is not tolerated.
- This school has high learning standards for students.
- All school staff are aware of the safety and security procedures.

The parents perceived that:

- Transparency from campus leadership and teachers helps build trust.
- They are a true part of the educational process for thier students.
- Families are informed about school-sponsored activities, such as tutoring, after-school programs, and student performances.
- Staff members and families treat each other with respect.
- Families are encouraged to attend school-sponsored activities, such as Back-to-School Night, student programs, and other school events.

Roosevelt Elementary works hard to create a warm and inviting environment for all visitors. The concerns shared by parents, community members, and district personnel are taken seriously as we want to be perceived as a campus that uses feedback to make improvements.

Perceptions Strengths

Roosevelt Elementary celebrates the following strengths:

1. The school is perceived as a safe learning environment by students, parents, and teachers.
2. Parents are appreciative of the transparency and communication from campus leadership and teachers.
3. The campus has developed a collaborative culture across grade levels and departments to increase student acheivement and school culture.
4. Students, parents, and teachers know who to contact with any questions, comments, or concerns.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Based on the 2021-2022 enrollment data in A4E, the student enrollment dropped 504 students for the 2020-2021 academic year to 440 students for the 2021-2022 school year leading to a drop in the number of students in the Vanguard program. **Root Cause:** The addition to charter schools within the community have given

parents more options in where to send their children to school.

Problem of Practice 2: Parents, students, and teachers want to increase student opportunities for student activities. **Root Cause:** Restrictions early in the school year did not allow for the creation of clubs and other activities for students.

Priority Problems of Practice

Problem of Practice 2: Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%.

Root Cause 2: Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

Problem of Practice 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem of Practice 1: Based on the 2021-2022 enrollment data in A4E, the student enrollment dropped 504 students for the 2020-2021 academic year to 440 students for the 2021-2022 school year leading to a drop in the number of students in the Vanguard program.

Root Cause 1: The addition to charter schools within the community have given parents more options in where to send their children to school.

Problem of Practice 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem of Practice 4: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction.

Root Cause 4: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 4 Areas: Student Learning - School Processes & Programs

Problem of Practice 3: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement.

Root Cause 3: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

Problem of Practice 3 Areas: Student Learning - School Processes & Programs

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
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Board Goals

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

Goal 1: ELAR - The percentage of 3rd grade students performing at the Meets Grade Level Standard on Reading STAAR will increase from 49% to 56% by June 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd Grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on the Winter STAAR Interim will be 40% in November 2022 and on the Spring STAAR Interim will be 50% (English) in March 2023.

Evaluation Data Sources: STAAR Interim Scores

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Really Great Reading will be implemented across campus during the phonics portion of all reading lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who are currently reading below grading level will progress to reading on-grade level.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Attend pre-service training on RGR processes. 2. Distribute all RGR resources to teachers across campus. 3. Observe phonics lessons from teachers to provide feedback and coaching. 4. Monitor and adjust RGR expectations based on observations and data. **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	70%			

Strategy 2 Details	Reviews			
Strategy 2: Create a campus PLC schedule focused on Planning, At-Bats, and Data to ensure teachers know what to teach, how to teach, and the results of their teaching.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers will be able to create effective, data-driven lessons that have been practiced and critiqued by peers. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create PLC schedule 2. Create PLC protocol documents for teachers to follow 3. Observe and give feedback on lesson plans, teaching strategies 4. Provide learning opportunities for teachers based on PLC observations **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	50%			

Strategy 3 Details	Reviews			
Strategy 3: Create campus-based common assessments aligned with TEKS to monitor student progress and drive instruction and small group interventions/enrichment.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, STAAR Interim, and STAAR. Increase in student progress as measured by Domain 2 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Use HISD Scope and Sequence to plan for campus assessment dates. 2. Create campus assessment using S&S, HISD Curriculum Resources, and other assessments. 3. Assist teachers with creating assessments in OnTrack to prepare for STAAR Online. 4. Create data sheets for students and teacher to track progress. 5. Use data in PLCs to help drive instruction, interventions, and enrichment opportunities. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

Strategy 4 Details	Reviews			
Strategy 4: Initiate after-school tutorials and/or Saturday School focused on addressing students' specific instructional gaps based on diagnostic and other assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, checkpoints, DLAs, and STAAR. Increase in student progress as measured by Domain 2 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create tutorial schedule for after-school as well as Saturday. 2. Create a roster of Grade 3 students for after-school tutorials and Saturday school using data from campus assessments, checkpoints, and REN360 data. 3. Enlist teachers to facilitate after-school and Saturday school sessions with students. 4. Create progress tracker to monitor effectiveness of tutorials sessions. 5. Monitor and adjust TEKS focus, student rosters, and strategies based on data from campus assessments, ITR, and REN360 data **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.
Problem of Practice 3: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

School Processes & Programs
Problem of Practice 3: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.
Problem of Practice 4: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

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: MATH - The percentage of 3rd grade students performing at the Meets Grade Level Standard on Mathematics STAAR will increase from 48% to 55% by June 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 3rd Grade students performing at or above grade level in Mathematics as measured by the Meets Grade Level Standard on the Winter STAAR Interim will be 40% in November 2022 and on the Spring STAAR Interim will be 48% in March 2023.

Evaluation Data Sources: STAAR Interim Scores

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Zearn Math program will be implemented across the campus.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Students in-need of intervention or urgent intervention in Math will decrease by 10%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teacher Specialist	60%			
Action Steps: 1. Attend pre-service trainings for Zearn Math. 2. Implement time in workstations and computer lab for students to access Zearn lessons. 3. Monitor Zearn completion reports and data to help guide small grouping needs. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Create campus-based common assessments aligned with TEKS to monitor student progress and drive instruction and small group interventions/enrichment	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gradual increase of student mastery on spiraled TEKS assessed on campus common assessments, checkpoints, DLAs, and STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Use HISD Scope and Sequence to plan for campus assessment dates. 2. Create campus assessment using S&S, HISD Curriculum Resources, and other assessments. 3. Assist teachers with creating assessments in OnTrack to prepare for STAAR Online. 4. Create data sheets for students and teacher to track progress. 5. Use data in PLCs to help drive instruction, interventions, and enrichment opportunities. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data by student populations after each assessment and outline student-centered reteach, intervention, and enrichment activities based on the data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, checkpoints, DLAs, and STAAR. Increase performance of Closing Gaps as measured by Domain 3 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create data tracker to include student populations. 2. Meet with teachers after every assessment via Data PLCs to analyze data. 3. Create action plan to address student intervention and enrichment opportunities. 4. Incorporate action plan items into daily lessons, intervention block, tutorial sessions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 3: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

School Processes & Programs

Problem of Practice 3: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 4: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

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: SCHOOL PROGRESS - The percentage of 4th grade students performing at the Meets Grade Level Standard and above on STAAR assessments will be 55%. The percentage of 5th grade students performing at the Meets Grade Level Standard on STAAR Assessments will be 55% by June 2022.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 4th Grade and 5th Grade students performing at or above grade level in Mathematics as measured by the Meets Grade
Level Standard on the Winter STAAR Interim will be 45% in November 2022 and on the Spring STAAR Interim will be 50% in March 2023.

Evaluation Data Sources: STAAR Interim Scores

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Zearn Math program will be implemented across the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students in-need of intervention or urgent intervention in Math will decrease by 10%.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Attend pre-service trainings for Zearn Math. 2. Implement time in workstations and computer lab for students to access Zearn lessons. 3. Monitor Zearn completion reports and data to help guide small grouping needs. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	60%			

Strategy 2 Details	Reviews			
Strategy 2: Create campus-based common assessments aligned with TEKS to monitor student progress and drive instruction and small group interventions/enrichment	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gradual increase of student mastery on spiraled TEKS assessed on campus common assessments, checkpoints, DLAs, and STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Use HISD Scope and Sequence to plan for campus assessment dates. 2. Create campus assessment using S&S, HISD Curriculum Resources, and other assessments. 3. Assist teachers with creating assessments in OnTrack to prepare for STAAR Online. 4. Create data sheets for students and teacher to track progress. 5. Use data in PLCs to help drive instruction, interventions, and enrichment opportunities. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data by student populations after each assessment and outline student-centered reteach, intervention, and enrichment activities based on the data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, checkpoints, DLAs, and STAAR. Increase performance of Closing Gaps as measured by Domain 3 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create data tracker to include student populations. 2. Meet with teachers after every assessment via Data PLCs to analyze data. 3. Create action plan to address student intervention and enrichment opportunities. 4. Incorporate action plan items into daily lessons, intervention block, tutorial sessions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.
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School Processes & Programs
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Problem of Practice 4: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

Measurable Objective 2: The percentage of 4th and 5th Grade students performing at or above grade level in reading and writing as measured by the Meets Grade
Level Standard on the Winter STAAR Interim will be 45% in November 2022 and on the Spring STAAR Interim will be 50% (English) in March 2023.

    Evaluation Data Sources: STAAR Interim Scores

    HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Really Great Reading will be implemented across campus during the phonics portion of all reading lessons.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students who are currently reading below grading level will progress to reading on-grade level.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teacher Specialist		70%			
Action Steps: 1. Attend pre-service training on RGR processes. 2. Distribute all RGR resources to teachers across campus. 3. Observe phonics lessons from teachers to provide feedback and coaching. 4. Monitor and adjust RGR expectations based on observations and data. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 2 Details	Reviews			
Strategy 2: Create a campus PLC schedule focused on Planning, At-Bats, and Data to ensure teachers know what to teach, how to teach, and the results of their teaching.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will be able to create effective, data-driven lessons that have been practiced and critiqued by peers. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create PLC schedule 2. Create PLC protocol documents for teachers to follow 3. Observe and give feedback on lesson plans, teaching strategies 4. Provide learning opportunities for teachers based on PLC observations **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	50%			

Strategy 3 Details	Reviews			
Strategy 3: Create campus-based common assessments aligned with TEKS to monitor student progress and drive instruction and small group interventions/enrichment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, STAAR Interim, and STAAR. Increase in student progress as measured by Domain 2 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Use HISD Scope and Sequence to plan for campus assessment dates. 2. Create campus assessment using S&S, HISD Curriculum Resources, and other assessments. 3. Assist teachers with creating assessments in OnTrack to prepare for STAAR Online. 4. Create data sheets for students and teacher to track progress. 5. Use data in PLCs to help drive instruction, interventions, and enrichment opportunities. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Initiate after-school tutorials and/or Saturday School focused on addressing students' specific instructional gaps based on diagnostic and other assessment data.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, checkpoints, DLAs, and STAAR. Increase in student progress as measured by Domain 2 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create tutorial schedule for after-school as well as Saturday. 2. Create a roster of Grade 3 students for after-school tutorials and Saturday school using data from campus assessments, checkpoints, and REN360 data. 3. Enlist teachers to facilitate after-school and Saturday school sessions with students. 4. Create progress tracker to monitor effectiveness of tutorials sessions. 5. Monitor and adjust TEKS focus, student rosters, and strategies based on data from campus assessments, ITR, and REN360 data **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.
Problem of Practice 3: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.
School Processes & Programs
Problem of Practice 3: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.
Problem of Practice 4: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

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: CLOSING THE GAPS - The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the Reading STAAR Grades 3-5 assessments will increase from 23% to 35% by June 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on the Winter STAAR Interim will be 20% in November 2022 and on the Spring STAAR Interim will be 28% in March 2023.

Evaluation Data Sources: STAAR Interim Assessment Scores

HB3 Board Goal

Strategy 1 Details		Reviews		
Strategy 1: Implement the co-teach model in all content areas to ensure adequate supports for students receiving Special Education supports.		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gradual increase of 5% in Special Education student performance on campus common assessments, checkpoints, and benchmarks. Increase in Special Education student performance on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist SPED Department Chair **Action Steps:** 1. Train teachers, SPED teachers and assistants on co-teach models. 2. Choose campus-wide co-teach model strategy to utilize for uniformity across campus. 3. Observe co-teach model in classrooms to ensure 100% implementation. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Special Education Resource Teaching Assistant - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $20,000	25%			

Strategy 2 Details	Reviews			
Strategy 2: Create campus-based common assessments aligned with TEKS to monitor student progress and drive instruction and small group interventions/enrichment	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Gradual increase of student mastery on spiraled TEKS assessed on campus common assessments, checkpoints, DLAs, and STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Use HISD Scope and Sequence to plan for campus assessment dates. 2. Create campus assessment using S&S, HISD Curriculum Resources, and other assessments. 3. Assist teachers with creating assessments in OnTrack to prepare for STAAR Online. 4. Create data sheets for students and teacher to track progress. 5. Use data in PLCs to help drive instruction, interventions, and enrichment opportunities. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

Strategy 3 Details	Reviews			
Strategy 3: Disaggregate data by student populations after each assessment and outline student-centered reteach, intervention, and enrichment activities based on the data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in student performance in reading and writing on campus common assessments, checkpoints, DLAs, and STAAR. Increase performance of Closing Gaps as measured by Domain 3 on STAAR. **Staff Responsible for Monitoring:** Principal Assistant Principal Teacher Specialist **Action Steps:** 1. Create data tracker to include student populations. 2. Meet with teachers after every assessment via Data PLCs to analyze data. 3. Create action plan to address student intervention and enrichment opportunities. 4. Incorporate action plan items into daily lessons, intervention block, tutorial sessions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 3: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

School Processes & Programs

Problem of Practice 3: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Problem of Practice 4: The PLC process was not effective in providing teachers with strategies, resources, and coaching to improve student acheivement. **Root Cause**: Although the PLC schedule was consistent, teachers and leadership only met bi-weekly and led to meeting agendas not always being completed.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - Student attendance will increase from 91% to 95% by the end of the 2022-2023 school year.

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

Measurable Objective 1: At the end of every 6-weeks cycle, student attendance will be greater than 95%.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Implement Never Ever Absent or Tardy (N.E.A.T.) attendance initiative to encourage students to attendance school on a regular basis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase of 4% in student attendance. **Staff Responsible for Monitoring:** Principal Assistant Principal Campus Attendance Committee **Action Steps:** 1. Create campus attendance committee. 2. Create attendance incentive opportunities. 3. Monitor output of student incentives to assess effectiveness of initiative. **Title I:** 2.5 **Funding Sources:** Student Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	25%			
0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 2: Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause**: Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.
Student Learning
Problem of Practice 1: Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause**: Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

School Processes & Programs
Problem of Practice 1: Based on attendance data in A4E, campus attendance dropped 3% from the 2020-2021 school year to 91%. **Root Cause**: Affects from COVID classrooms outbreaks and other illnesses lead to poor attendance. The lower attendance was mostly seen in Pre-Kindergarten and Kindergarten.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE - Student discipline referrals will remain below 5 total referrals for the 2022-2023 school year.

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

Measurable Objective 1: At the end of each six weeks, no more than 1 discipline referral will be received from teachers.

Evaluation Data Sources: HISD Connect/A4E Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Incorporate SEL strategies in the classrooms. to assist students with conflict resolution and communication strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Build students SEL skills. Keep discipline referrals to a minimum. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Action Steps:** 1. Train teachers on SEL strategies. 2. Counselor will provide guidance lesson throughout school year. 3. Teachers will practice SEL strategies during instruction **Title I:** 2.5	60%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: The percentage of students receiving special education services who achieve at least 75% of their IEP Goals will be 80%.

Evaluation Data Sources: IEP Goals
Student IEP Progress Reports

Strategy 1 Details		Reviews		
Strategy 1: Ensure all IEPs are in compliance and up-to-date.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Student achievement for Special Education will increase. IEP Goals will be updated as needed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal SPED Administrator SPED Chair SPED Case Managers	100%	100%	100%	
Action Steps: 1. Check IEP due dates. 2. Create IEP schedule for campus. 3. Ensure student goals are created based on student needs and recommendations from ARD committee. 4. Monitor progress towards goals and adjust as needed. **Title I:** 2.6 - TEA Priorities: Build a foundation of reading and math				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: CLOSING THE GAPS - The percentage of students who are Emergent Bilinguals reading at or above grade level as measured by the Meets Grade Level Standard on the Reading STAAR Grades 3-5 assessments will increase from 45% to 52% by June 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: The percentage of students who are Emergent Bilinguals performing at or above grade level in reading and writing as measured by the Meets Grade
Level Standard on the Winter STAAR Interim will be 40% in November 2022 and on the Spring STAAR Interim will be 50% in March 2023.

Evaluation Data Sources: STAAR Interim Scores

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Utilize Summit K-12 platform to assist students who are Emergent Bilinguals with language acquisition.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Emergent Bilinguals will increase their Meets Grade level percentage by 7 points.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Teacher Specialists **Action Steps:** 1. Attend pre-service training. 2. Create BOY assessment schedule for Summit K-12. 3. Allow teachers and students time to utilize platform and monitor progress. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	75%			
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 2: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

School Processes & Programs

Problem of Practice 3: According to data from Ren360 EOY diagnostic assessments, 24% of students are in need of Intervention or Urgent Intervention in math instruction and 35% of students are in need of Intervention or Urgent Intervention in reading instruction. **Root Cause**: There were limited resources and professional development available to assist teachers with differentiating instruction and small groups.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - Roosevelt Elementary will increase parental involvement in school events and positive perceptions of the campus by at least 10% by the end of the 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Parental attendance at school events will increase gradually throughout the school year.

Evaluation Data Sources: Parent and Family Engagement Survey
School event sign-in sheets
Campus-created surveys
SMORES Newsletter Reports

Strategy 1 Details	Reviews			
Strategy 1: Increase PTO Parent Membership	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased PTO membership and involvement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Parent Engagement Representative **Action Steps:** 1. Host PTO Membership Drive during Meet The Teacher and Open House. 2. Communicate PTO Meeting dates in advance. 3. Continue to build relationships through campus events and encourage parental involvement. **Title I:** 4.2	100%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Send out weekly/daily communication to parents regarding campus and district news/events.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased communication with parents/community	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Action Steps:** 1. Use SMORES newsletter to communicate with parents. 2. Keep Twitter account up to date with news and happenings on the campus. 3. Use Remind101 as a quick messaging tool to parents. **Title I:** 4.2	100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

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

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

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/Health Wellness Team
Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:
Number of AEDs on campus:

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

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

State Compensatory

Budget for 231 Roosevelt Elementary School

Total SCE Funds: $6,550.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

SCE funds will be used to pay for teachers and resources for extended day interventions and Saturday tutorials.

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 principal, assistant principal, teacher specialist, SIR, and a group of teachers.

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: surveys, review of plans, suggestions to reach goals.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: weekly leadership team meetings, data PLCs with teachers, quarterly SDMC meetings, reviewing PEIMS reports after every grading cycle, daily classroom visits and walkthroughs.

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, school newsletter, and physical copies in the front office.

The SIP was made available to parents by: October 14, 2022

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

3. Annual Evaluation

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:

- Parents
- Carlos Ramirez (Title I Contact)
- Gaylon Davenport (Principal)
- Vladlena Meilvang (Teacher)
- Lucy Morales (Parent Engagement Rep)

The PFE was distributed

- On the campus website
- Sent home with students

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Strengthening the PTO
- Weekly newsletter to inform parents of events
- Monthly meetings with counselor/principal

- Community events throughout the school year

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 13, 2022 - 5:00PM
- Meeting #1 Alternate - September 14, 2022 - 8:30AM
- Meeting #2 - November 9, 2021 - 5:00PM
- Meeting #2 Alternate - November 8, 2021 - 8:30PM
- Meeting #3 - February 7, 2022 - 5:00PM
- Meeting #3 Alternate - February 8, 2022 - 8:30AM
- Meeting #4 - April 11, 2022 - 5:00PM
- Meeting #4 Alternate - April 12, 2022 - 8:30AM

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Jessica Clifton	Teacher	ESL - Class Size Reduction	1.00
Lucy Morales	Parent Engagement Representative	Parent and Family Engagement	1.00

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Gaylon Davenport	Principal
Non-classroom Professional	Jessica Abraham	Teacher Specialist
Administrator	Elba Carrion	Assistant Principal
Classroom Teacher	Sonji Broomfield	Media Specialist
Classroom Teacher	Jessica Clifton	4th Grade Teacher
Classroom Teacher	Nicole Ellsmore	Kindergarten Teacher
Classroom Teacher	Andrea Jaime	5th Grade Teacher
Paraprofessional	Lucy Morales	Parent Engagement Representative
Classroom Teacher	Brianna Matheis	Special Education Teacher
Non-classroom Professional	Victor Rocha	Student Information Representative
Parent	Marina Villanueva	Parent
Parent	Sarah Warren	Parent
Classroom Teacher	Doria McDuell	Fine Arts Teacher
Classroom Teacher	Olivia Rangel	2nd Grade Teacher
Business Representative	Brianna Clark	Business Representative
Community Representative	Dennis Jaeger	Community Representative
Community Representative	Moses Becerra	Community Representative
Classroom Teacher	Frida Cano	Third Grade Teacher

Campus Funding Summary

				1991010001 - General Fund - Regular Program		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	1	Special Education Resource Teaching Assistant	6100 - Payroll	$20,000.00
5	1	1	1	Student Incentives	6300 - Supplies and Materials	$1,000.00
					Sub-Total	$21,000.00