

Houston Independent School District
144 Durkee Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Durkee Elementary prepares all scholars for a successful college bound path through rigorous academics, perseverance and integrity.

Vision

Durkee Elementary creates a positive and safe learning environment for all scholars to ensure academic success by modeling respect, and a growth mindset in all challenges. Durkee scholars are held accountable for meeting the challenges of a rigorous academic program. Durkee teachers model a growth mindset and exhibit perseverance through all challenges.

Scholars and teachers demonstrate excellence in all we do, every day, without exception. Each day our Durkee scholars will be one step closer to college.

Value Statement

Data driven instruction

Urgency in all we do

Respectful culture

Keep a growth mindset

Excuses free

Excellence in all we do

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Durkee Elementary is a community school that neighbors Farias Early Childhood Center and Fonville Middle School. We have a high hispanic student population of 89% with parents who have no or limited English.

Durkee has 488 students consisting for the following:

Kinder- 69; First- 95; Second- 100; Third- 74; Fourth- 80; Fifth- 68

Gender: Female- 235; Male 253

Our student ethnicity entails:

Hispanic- 448 (92%)

African American- 28 (6%)

White- 11 (2%)

Asian- 1 (.2%)

Multi Race- 2 (.4%)

We service the following special student populations:

English Learners- 312 students (64%)

Gifted & Talented- 14 students (3%)

Special Education- 62 students (13%)

Overage- 66 students (14%)

Durkee's Faculty and Staff members are:

29 Teachers

3 Administrators

3 Academic Tutors

3 Sped. Teaching Assistants

1 Nurse

4 Office Staff

4 Custodial Staff

4 Cafeteria Staff

Demographics Strengths

One of our Demograph strengths is the increase of student enrollment in our Dual Language program and meeting our TEA English Language Proficiency Status for Domain 2.

Another, is the low student mobility rate that has allowed for generations of families to attend.

Student Learning

Student Learning Summary

STAAR Comparison:

Subject	2021			2022		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading	48%	26%	12%	71%	41%	19%
Math	47%	24%	10%	65%	37%	20%
Writing	30%	10%	3%			
Science	45%	20%	8%	57%	18%	7%
Total	45%	23%	10%	67%	36%	18%
Scale Score	26 Component – 52(F)			40 Component – 69(C)		

TELPAS:

	% Beginner	% Intermediate	% Advanced	% Advanced High	% That Progressed at Least 1 Level
K	69	31	0	0	
1 st	14	32	29	25	89
2 nd	6	53	34	8	80
3 rd	10	21	44	25	64
4 th	5	24	58	13	39
5 th	21	13	44	23	36

HIGH FREQUENCY WORDS EXAM

1 st Grade English				1 st Grade Dual Language			
	BOY	MOY	EOY		BOY	MOY	EOY
# Tested	44	26	24	# Tested	60	29	32
Met Requirement	41%	19%	38%	Met Requirement	58%	17%	22%
Did Not Meet	59%	81%	62%	Did Not Meet	42%	83%	78%

2 nd Grade English				2 nd Grade Dual Language			
	BOY	MOY	EOY		BOY	MOY	EOY
# Tested	25		12	# Tested	50	9	8
Met Requirement	52%		83%	Met Requirement	82%	22%	50%
Did Not Meet	48%		17%	Did Not Meet	18%	78%	50%

BENCHMARK RUNNING RECORDS

	English						Spanish					
	BOY			EOY			BOY			EOY		
	More Dev. Needed	Meeting Expectations	Adv. Dev.	More Dev. Needed	Meeting Expectations	Adv. Dev.	More Dev. Needed	Meeting Expectations	Adv. Dev.	More Dev. Needed	Meeting Expectations	Adv. Dev.
Kinder				96	4	0						
Kinder DL				50	24	26				67	19	14
1 st	86	5	8	68	20	12						
1 st DL	80	8	12	82	5	13	92	3	5	78	17	5
2 nd	83	17	0	76	8	16						
2 nd DL	69	15	16	47	29	24	69	31	0	76	18	6
3 rd	89	11	0	50	23	27						
3 rd DL	69	12	19	51	21	28	79	21	0	21	56	23

REN360 – EARLY LITERACY – 1ST GRADE

English	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
BOY	27	30	14	30
EOY	7	15	17	61

Dual Language	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
	English				Spanish			
BOY	54	20	8	18	22	16	13	49
EOY	62	9	9	21	22	19	9	51

REN360 – READING – 2ND – 5TH GRADE

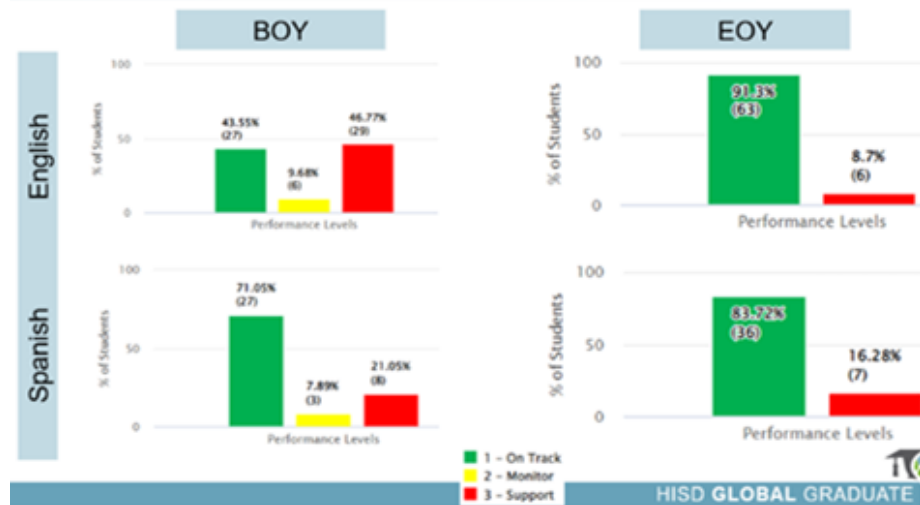
English		% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
2 nd Grade	BOY	42	17	4	36
	EOY	32	16	4	48
3 rd Grade	BOY	41	31	14	14
	EOY	35	19	16	29
4 th Grade	BOY	37	32	12	19
	EOY	30	32	15	23
5 th Grade	BOY	56	16	18	11
	EOY	64	27	4	15

Dual Language	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
	English				Spanish			
2 nd Grade	BOY	50	23	8	19	13	13	60
	EOY	20	37	18	24	2	6	64
3 rd Grade	BOY	60	17	12	21	12	10	69
	EOY	47	21	12	21	2	9	81

REN360 – MATH – 1ST – 5TH GRADE

	English	% Urgent Intervention	% Intervention	% On Watch	% At/Above Benchmark
1 st Grade	BOY	6	25	16	53
	EOY	0	10	14	76
1 st Grade Dual Lang. (Spanish)	BOY	18	13	14	56
	EOY	28	19	18	35
2 nd Grade	BOY	21	25	12	42
	EOY	8	16	16	60
3 rd Grade	BOY	30	23	16	31
	EOY	6	29	13	52
4 th Grade	BOY	19	23	19	39
	EOY	22	20	15	43
5 th Grade	BOY	34	29	14	23
	EOY	61	7	4	27

TX-KEA – LITERACY SCREENING



Student Learning Strengths

Overall, our 4th and 5th grade students met their growth measures for Domain part A.

Special Ed. students and Economic Disadvantage students met their targets for student success status for Domain 3.

More than 50% of EB students in 1st thru 3rd grade progressed at least one level on TELPAS.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. **Root Cause:** Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

School Processes & Programs

School Processes & Programs Summary

Durkee ES has fifty-nine faculty and staff members who work together to help meet the needs of our students academically and emotionally. In Kinder thru fifth grade teachers are departmentalized with the exception of one self-contained Kinder class. Our hiring committee comprised of teachers and administrators, each member completes the questioning form for each candidate and a vote is taken. New teachers are supported by their mentor/ buddy, grade level chair, content lead teachers, monthly meetings, scheduled PLC/ vertical planning meetings, TLT (Teachers Learning Together) and other activities. The mentor/ buddy teacher is one who knows the campus and is an exemplar teacher that will build a relationship, help retain and build capacity with our new hires.

The administrative team is the principal, administrative secretary, dean of instruction, and assistant principal.

Providing quality and meaningful instruction is our priority. Durkee follows the Houston ISD curriculum documents, materials, and resources. Our two interventionists and academic tutors provide pull-out interventions to Tier II and III students throughout the day according to the grade level intervention block. In addition, we have supplemental resources to help differentiate and provide interventions. This year we are using i-Ready, Teacher Created Materials Reading and Math Intervention Focus Kits Fountas and Really Great Reading resources for tutorials/ interventions. We established school-wide instructional expectations that are aligned to the appraisal system. Every classroom has a board configuration template called the focus wall. The focus wall has the objective (TEKS, how they will learn, and product/ assessment).

School Processes & Programs Strengths

Creating a year-at-a-glance weekly PLC schedule allows teachers to be informed and prepare for the upcoming meeting. The focus for our weekly PLC's consist of IAT/ At-Risk, Special Ed., Admin, and vertical.

The grade level intervention block has allowed a specific time for the classroom teacher, interventionists, and academic tutors to work with students in small groups. In addition to working with Tier II and III students, HB4545 accelerated learning groups are seen during the time to help complete the 30 hour requirement.

With the help of the hiring committee we were able to build capacity and retain seven of the fourteen staff members that were hired last year.

To help promote a positive culture and build morale, we started Employee of the Month where staff members nominated someone. Also, everyone's birthday was celebrated with a small token.

This year a purpose has been established for all and our core values will be the expectation for all.

PURPOSE

At Durkee ES, we provide meaningful and high-quality first-instruction to our students that includes fun and engaging activities every day to make academic progress and reach mastery. Students feel safe, confident, and welcomed to take part in their learning. As a community school, we will encourage and build positive relationships with students, parents, and stakeholders to collaborate and make informed decisions to support and help our students to a college-bound future. Together, we will create a positive culture, have high expectations, and success for all.

CORE VALUES

Data driven instruction

Urgency in all we do

Respectful culture

Kee a growth mindset

Exuses free

Excellence in all we do

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students. **Root Cause:** Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

Perceptions

Perceptions Summary

At Durkee ES, we strive to involve and make our parents a partner in their child's education. We have yearly Meet the Teacher, Open House, Academic Night, Fall Festival, Winter program, STAAR night, etc. that allow us to inform and communicate with parents. In addition, weekly informative flyers are sent home, a monthly calendar is prepared, a monthly coffee with the principal and other events for parents to voice and share their thoughts. This year we have a counselor, Wraparound Specialist, and CIS liason to provide support and resources to our students and parents.

Teachers are also required to have a form of communication and document their interactions with parents. Each grade level has a Spanish speaking teacher to help with translating.

When there is a parent concern, the office personnel sends an email the the teacher, student support staff and admin to inform us all. This allows for the parent concern be addressed at different levels and by the appropriate staff member. Our goal is to provide immediate attentiion and address the parent concern.

Perceptions Strengths

Parents appreciate the constant communication between the school and home. The calendar allows them to prepare in advance for upcoming events and school activities.

By having a campus-based counselor, a wraparound specialist and CIS on campus it creates a suppot team that is able to provide and serve our students and parents in different capacities.

The parent concern emails, it keeps all stakeholders informed and allows for follow-up conversations to ensure the concern was addressed and resolved.

Priority Problems of Practice

Problem of Practice 2: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential.

Root Cause 2: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 1: At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students.

Root Cause 1: Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

Problem of Practice 1 Areas: 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

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: 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 to 50% by May 2023.


Strategic Priorities:







Transforming Academic Outreach

Measurable Objective 1: The percentage of students in 2nd - 3rd grade performing on grade level will increase from 48% on the 2022 EOY to 60% by the 2023 EOY on the Renaissance 360 Screener.

Evaluation Data Sources: Renaissance 360 Reading Assessment

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: During the grade level intervention time the campus interventionist and academic tutors will pull TIER 3 students. The focus will be on building phonemic awareness and reading fluency.</p> <p>Strategy's Expected Result/Impact: At each Renaissance 360 progress monitoring checkpoint, students will increase at least one PR point.</p> <p>Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal</p> <p>Action Steps: 1. Conduct Renaissance 360 Reading BOY assessment to establish baseline score. 2. Provide specific interventions targeted to to students specific deficit. 3. Conduct monthly Renaissance 360 progress monitoring. 4. Adjust intervention based assessment results.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Academic Tutor - 2110000000 - Title 1 Basic Programs - 6100 - Payroll, Interventionist - 2110000000 - Title 1 Basic Programs - 6100 - Payroll</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will assess informal running records monthly to progress monitor by analyzing a student's reading behaviors. Strategy's Expected Result/Impact: By the formal EOY running records, students will make at least one year increase in reading level, which will support student increase on Renaissance 360 Reading. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Teachers will perform formal BOY running records. 2. As a student reads aloud, the teacher records incorrect words, omissions, decoding attempts, rereading, fluency rate, and expression. 3. Based on the results, students will be placed in groups, 2. Provide guided reading groups to teach phonics and reading fluency. 3. Access students running records informally and adjust level based on growth. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Teachers will use iReady online program to identify student reading deficits by performing an adaptive assessment that adjusts its questions to suit student's needs. The program will then provide teachers with student grouping reports and activities based on TEKS. iReady personalizes instruction to provides students with lessons based on their individual skill level and needs, so your student can learn at a pace that is just right for them. Strategy's Expected Result/Impact: Students will master TEKS after receiving targeted intervention to support comprehension. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Students will take the pre-test on iReady. 2. Teachers will pull grouping report. 3. Teacher will provided intervention based on low performing TEKS. 4. Students will work on assignments independently online within the program at their skill level. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Funding Sources: IReady - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Student Learning

Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. **Root Cause:** Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

School Processes & Programs

Problem of Practice 1: At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students. **Root Cause:** Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

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


Goal 1: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase by 10 percentage points from 37% to 47%.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the Spring End of Year Renaissance 360 assessment, 90% of the first, second, and third grade students will grow at least 1 percentile rank from the Beginning Of Year assessment.

Evaluation Data Sources: Renaissance 360 Math

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement iReady for math teachers campus wide. Teacher will administer the Diagnostic Assessments 1, 2, and 3 in iReady. Students will complete assigned iReady lessons.</p> <p>Strategy's Expected Result/Impact: Students will show growth by scoring at least 1 percentile rank better on the Renaissance 360 EOY than on the BOY.</p> <p>Staff Responsible for Monitoring: Carlie Burton, Dean of Instruction</p> <p>Action Steps: 1. Make sure technology is working and the iReady app is loaded on the iPads. 2. Schedule testing windows for diagnostic tests. 3. Schedule Professional Development for teachers to analyze data. 4. Use grade level intervention time to complete lessons. 5. Adjust intervention groups and instruction.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: iReady - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Math teachers will meet monthly and participate in vertical planning using the See it, Name it, Do it strategy to analyze upcoming TEKS to be taught. Strategy's Expected Result/Impact: Students will show improvement on Renaissance. At least 50% of students will score at least 70% on Math DFA assessments. Staff Responsible for Monitoring: Carlie Burton, Dean of Instruction Action Steps: 1. Schedule days for vertical planning and plan for classroom coverage to be able to meet with all Math teachers for 2 hours. 2. Create see it, name it, do it exemplar. 3. Teachers will plan for upcoming units.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Implement research-based effective and systematic instructional practices in mathematics grade K-3 that they can use to help students develop problem-solving skills and a strong foundation of number sense and fluency. Strategy's Expected Result/Impact: Students will show improvement on Renaissance. At least 50% of students will score at least 70% on Math DFA assessments. Staff Responsible for Monitoring: Carlie Burton, Dean of Instruction Action Steps: 1. Train teachers on problem solving strategies. 2. Train teachers on daily number routines (Number Talk, Number of the Day, Number Strings). 3. Monitor implementation through lesson plans and classroom observations. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.
School Processes & Programs
Problem of Practice 1: At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students. Root Cause: Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

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 3rd-5th grade students performing at or above grade level in reading, math, and science, as measured by the Meets Grade Level Standard on STAAR, will increase by 10 percentage points from 36% to 46%.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By Spring 2023, at least 46% of 3rd-5th grade students will be performing at or above grade level in reading, math, and science, as measured by the Meets Grade Level Standard on STAAR, on the TEA Interim Assessment.

Evaluation Data Sources: TEA Interim Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: 100% 3rd - 5th grade students will take the TEA Interim Fall and Spring assessment and teachers will create an action plan based on students' predicted outcome.</p> <p>Strategy's Expected Result/Impact: The percentage of 3rd - 5th grade students scoring Meets, as measured by STAAR, will increase in math, reading, and science.</p> <p>Staff Responsible for Monitoring: Carlie Burton, Dean of Instruction</p> <p>Action Steps: 1. Students take the fall TEA Interim Assessment. 2. Teachers analyze data and create an action plan using DDI protocols. 3. Teachers use grade level intervention time to support students that are predicted to score approaches or meets.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Students will use Thinking Maps in their interactive journals to promote more open ended thinking and a deeper understanding. Strategy's Expected Result/Impact: The percentage of 3rd - 5th grade students scoring Meets, as measured by STAAR, will increase in math, reading, and science. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Train teachers on Thinking Maps, Pre-service August 2022. 2. Train teachers on using Interactive Journals, PLC August 23, 2022. 3. Monitor lesson plans for evidence of Thinking Maps. 3. Monitor classrooms for evidence of Thinking Maps. 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: Teachers will use iReady during the math and intervention blocks to determine student deficits and to have students practice TEI questions along their learning pathway. Strategy's Expected Result/Impact: Increased Meets scores on math, reading, and science STAAR. Staff Responsible for Monitoring: Carlie Burton, Dean of Instruction Action Steps: 1. Administer first diagnostic test. 2. Provide PD for teachers to analyze data from diagnostic assessment, September 13, 2022. 3. Teachers analyze student groupings report and use it to provide individualized support to all students. 4. Students complete their learning pathway created upon completion of diagnostic test. 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
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

School Processes & Programs

Problem of Practice 1: At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students. **Root Cause:** Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

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 service reading at or above grade level as measured by Meets Grade Level Standard on the 2023 STAAR 3-5 Reading assessments will increase 8% from 47% to 53%.

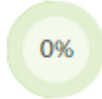
Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: Students receiving special education services performing on grade level will increase from 35% on the 2022 EOY to 48% by the 2023 EOY on the Renaissance 360 Screener.

Evaluation Data Sources: Renaissance 360 Reading Assessment

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will assess informal running records monthly to progress monitor by analyzing a student's reading behaviors. Strategy's Expected Result/Impact: By the formal EOY running records, students will make at least one year increase in reading level, which will support student increase on Renaissance 360 Reading. Staff Responsible for Monitoring: Rachel Aubrey, Special Education Resource Teacher Action Steps: 1. Teachers will perform formal BOY running records. 2. As a student reads aloud, the teacher records incorrect words, omissions, decoding attempts, rereading, fluency rate, and expression. 3. Based on the results, students will be placed in groups, 2. Provide guided reading groups to teach phonics and reading fluency. 3. Access students running records informally and adjust level based on growth. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: The 80% of students in SLL and SLC Alt will pass a modified High Frequency Word Exam. Strategy's Expected Result/Impact: Students will be able to read words that are not decodable with the short vowel patterns VC and CVC. It will build a foundation for reading new and more complex words. Students will be able to read with automaticity so it does not hinder comprehension. Staff Responsible for Monitoring: Sheila Richardson, SLL Teacher Action Steps: 1. Teachers establish the list of modified words for each students. 2. Tracking system is incorporated to monitor progress. 3. Teachers work with students using a variety of strategies to learn their word list. 4. Students are tested to monitor progress. 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: By the end of the 2023 school year, 100% of the Special Education Teachers will complete the Texas Reading Academy. Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of evidence-based practices to positively impact students literacy achievement. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Teachers sign up for training. 2. Teachers complete the training Modules according the pacing calendar. 3. Teachers receives certificate of completion. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE - The percentage of Durkee's student attendance will increase by 2% from 94% to 96%.



Strategic Priorities:






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

Measurable Objective 1: The attendance percentage of our At-Risk group will by 2% from 94% to 96%.

Evaluation Data Sources: A4E Attendance Analyzer

6-week attendance cycle reports

Strategy 1 Details	Reviews			
Strategy 1: Implement wellness call-outs daily to families. Strategy's Expected Result/Impact: The expected result is to increase our school-wide attendance that includes our African-American group. Staff Responsible for Monitoring: Rosangelica Espinoza, SIR Action Steps: 1. Teachers complete yellow Tardy/Absent sheets each morning. 2. Ms. Espinoza collects yellow sheets at 8:30 AM. 3. Ms. Espinoza and front office staff make phone calls to all students that are mark as not here on the yellow sheets. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly home visits. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Rosangelica Espinoza, SIR Action Steps: 1. Ms. Espinoza will run the attendance analyzer report in A4E and determine students that have fallen below 90% attendance rate due to unexcused absences. 2. Coordinate with Ms. Anderson (Counselor), Ms. Lopez (WRS), or Mr. Garcia (CIS) to do home visits to explain attendance policy and have parent sign appropriate documentation. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
Strategy 3: Place families with chronic attendance issues on attendance contracts. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Rosangelica Espinoza, SIR Action Steps: 1. Monitor A4E Attendance Analyzer for students that have dropped below 90% attendance and have documented 2 home visits. 2. Place families on an attendance contract. 3. Meet with parents each time the student is absent after being placed on a contract. 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 2: DISCIPLINE** - The percentage of discipline referrals will be maintained at zero percent.**Strategic Priorities:**

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

Measurable Objective 1: Provide at least one extra program per grade level for students. (For example Foster Grandparents, HISDPD Financial Literacy, Girl Scouts, Garden Club, etc.)**Evaluation Data Sources:** SAF Forms (Counselor and WRS)

Discipline Referrals

Strategy 1 Details	Reviews			
Strategy 1: WRS and CIS will collaborate and implement and monitor student support programs. Strategy's Expected Result/Impact: Diffuse disruptive behavior in the classroom. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Seek input from teachers and create a plan to inform parents about their child's participation. 2. Create check-in dates to review student behavior. TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Behavior Management Plan has been reorganized so that repetitive Level 1 and 2 issues are handled by, Ms. Anderson, the school counselor. Review behavior and discipline referrals during monthly RTI PLC meetings. Strategy's Expected Result/Impact: Students will gain SEL strategies to help resolve Level 1 and 2 problems before they escalate further. Staff Responsible for Monitoring: Ms. Anderson, School Counselor Action Steps: 1. Review new behavior management plan with staff, pre-service August 2022. 2. Review behavior and discipline referrals in RTI/Intervention PLC meetings. 3. Provide SEL support to teachers and students as needed. 4. Communicate with parents as needed. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: K-1 will implement the use of color coded clip charts to monitor classroom behaviors.</p> <p>Strategy's Expected Result/Impact: Students will have a visual representation to remind them of classroom expectations and the chart will reduce the amount of off task behaviors from students.</p> <p>Staff Responsible for Monitoring: Alicia Puente, Principal</p> <p>Action Steps: 1. Train teachers on using the clip chart and provide them with clips and charts bring pre-service, August 2022.</p> <p>2. Teachers implement clip chart in classrooms.</p> <p>3. Teachers use the data from clips charts to communicate with Counselor, IAT Teams, Administrators, and parents as needed.</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals


Goal 4: SPECIAL EDUCATION - 100% of the Special Education students will reach their IEP Goal.

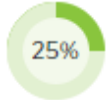





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the year teachers will be given professional development opportunities on a quarterly basis in order to meet the educational needs of their classroom. 100% of the SPED teachers will complete Texas Reading Academy by the end of May 2023.

Evaluation Data Sources: Teacher will receive a certificate of completion after completing the Texas Reading Academy.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will participate in professional development for GoalBook to support implementation of appropriate IEP goals.</p> <p>Strategy's Expected Result/Impact: Providing adequate resources and trainings for teachers. Developing tools for implementing IEP documents during instruction, such as accommodation trackers.</p> <p>Staff Responsible for Monitoring: Rachel Aubry, Special Education Chair</p> <p>Action Steps: 1. Teachers complete training. 2. Teachers review students IEP goals. 3. Adjustments are made as necessary to students goals.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>				

Strategy 2 Details	Reviews			
Strategy 2: By the end of the 2023 school year, 100% of the Special Education Teachers will complete the Texas Reading Academy. Strategy's Expected Result/Impact: Teachers will increase knowledge and implementation of evidence-based practices to positively impact students literacy achievement. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Teachers sign up for training. 2. Teachers complete the training Modules according the pacing calendar. 3. Teachers receives certificate of completion. 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: Teachers will utilize EasyIEP to progress monitor students IEP goals. Strategy's Expected Result/Impact: Teachers will be able to the track students progress to determine students mastery of IEP goals. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Training teacher on how to input student progress in EASYIEP. 2. Track students progress. 3. Review progress in PLC's, strategize best practices to increase learning. 4. Adjust strategies as necessary. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

School Processes & Programs

Problem of Practice 1: At Durkee ES, the teachers have not demonstrated a clear capability to create and execute an effective Tier I lesson that leads to student mastery causing a high percentage of Tier two or three students. **Root Cause:** Teachers not aligning the curriculum, high-yield instructional activities/ strategies to how the content is being assessed.

Board Goal 5: N/A - Additional Campus Goals

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



Strategic Priorities:






Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: By the end of the 2022 TELPAS Assessment, the percentage of students showing progress or advanced high will increase from 60% to 70%.

Evaluation Data Sources: ELD Assessment

TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Summit K12 Strategy's Expected Result/Impact: English language learner will become more fluent in the 4 language domains, reading, writing, listening, and speaking. Staff Responsible for Monitoring: Carmen Diaz, Sheltered Instruction Coach Action Steps: 1. Administer Summit k12 pre-assessment Title I: 2.4, 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: Provide teachers Sheltered Instruction professional development to support classroom instructional accommodations. Strategy's Expected Result/Impact: The instructional approach will make academic instruction in English understandable to Emergent Bilingual student. Staff Responsible for Monitoring: Carmen Diaz, Sheltered Instruction Coach Action Steps: 1. Ms. Diaz trains the teachers on Sheltered Instruction Strategies 2. Teachers implement what was learned in training. 3. Teachers monitors student progress. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details		Reviews			
Strategy 3: 100% of the Reading Language Arts teachers will be ESL certified by May 2023. The Sheltered Instruction Coach will provide coaching and modeling to assist teachers with supporting Emergent Bilingual students. Strategy's Expected Result/Impact: All of the English Language Arts teachers will be ESL certified. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Identify teachers that are on the ESL wavier. 2. Provide the names to Ms. Diaz 3. Ms. Diaz will provide coaching and modeling for the teachers. 4. Teacher sign up to take the certification exam. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

Measurable Objective 2: By May 2023, 100% of students identified with dyslexia will complete and master 85% of year one of the Reading By Design program.

Evaluation Data Sources: Reading By Design master check
Esparanza

Strategy 1 Details	Reviews			
Strategy 1: The Dyslexia Interventionist will provide interventions four days a week for forty-five minutes a day, 80% of the students will show growth from the BOY to MOY to EOY reading check in EASYIEP. Strategy's Expected Result/Impact: Student deficiencies will improve to accurately and fluently recognizing words, poor spelling, and deficits in decoding. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Dyslexia interventionist provides interventions. 2. Interventions assess student. 3. Progress monitoring is documented. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teacher will utilize the Neuhaus Basic Language Skills program to support 100% of the students with vowel and consonant mastery. Strategy's Expected Result/Impact: Students will be able to accurately identify vowels, consonants, and their sounds. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Assess students knowledge 2. Provide interventions based on deficits. 3. Reassess 4. Provide additional interventions for vowels and consonants that are not mastered. 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: Teacher providing dyslexia intervention will complete professional development training on Esperanza or Reading by Design. Strategy's Expected Result/Impact: Interventionist will be able to successfully implement the programs to provide systematic instructions. Staff Responsible for Monitoring: Kristi Taylor, Assistant Principal Action Steps: 1. Teacher receive professional development. 2. Teacher provide instruction to students. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

Measurable Objective 3: Increase the GT population from 3% to 4% by the end of the 2023 school year.

Evaluation Data Sources: IOWA and Logramos

Strategy 1 Details	Reviews			
Strategy 1: 100% of teacher will complete "You might have a GT student" training, 6hr update and the 30 hour new teacher training. Strategy's Expected Result/Impact: More students will be identified as GT. Staff Responsible for Monitoring: Melinda Oviedo, GT Coordinator Action Steps: Teachers will complete training and submit certificates to GT coordinator. Teacher will complete the teacher recommendation form for identified students. 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 2 Details	Reviews			
Strategy 2: Kindergarten teachers will be properly trained by the GT Coordinator and will practice with students on test taking strategies and best practices. Strategy's Expected Result/Impact: More kindergarten students will be identified as GT. Staff Responsible for Monitoring: Melinda Oviedo, GT Coordinator Action Steps: 1. GT Coordinator is trained on IOWA and Logramos testing. 2. GT Coordinator schedules a time to meet with kindergarten teachers and train them on best practices and procedures. 3. Kindergarten teachers test students. Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Kindergarten teachers will identify students that show traits of being GT. Those students will be tested in small groups on the IOWA or Logramos tests. Strategy's Expected Result/Impact: Kindergarten students will be identified as GT. Staff Responsible for Monitoring: Melinda Oviedo, GT Coordinator Action Steps: 1. Kindergarten teacher identify all students that show traits of being GT. 2. GT Coordinator plans to test those students in small groups. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Durkee ES, does not have a process to help teachers analyze, plan, and execute differentiated activities. Therefore, students are not provided the opportunity to grow to their highest potential. Root Cause: Teachers do not understand and know how to use data sources to differentiate activities to meet the needs of their diverse learners.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT - Durkee will maintain a Platinum Certification by increasing our parent engagement participation by 2% in the four categories.

Strategic Priorities:


Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency







Measurable Objective 1: By May 2023, we meet the FACE requirements by holding a minimum of 10 events focusing on Family Literacy, Parental Literacy, Planning, and Volunteer opportunities.

Evaluation Data Sources: Sign-in Sheets

Parent Notices

Parent Survey

Strategy 1 Details		Reviews			
Strategy 1: Collaborate with district FACE personnel to coordinate monthly events based on school and parents needs. Strategy's Expected Result/Impact: Increase parent involvement to form a strong partnership between school personnel and parents. Staff Responsible for Monitoring: Erika Lopez, Wraparound Specialist Action Steps: Meet with district FACE personnel Plan and schedule parent meetings Seek feedback from parents. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: Increase the number of parents that are VIPS (Volunteers in Public Schools) cleared. All office staff have access to the VIPS system. Strategy's Expected Result/Impact: More parents will be cleared to volunteers and will be involved in activities at school. Staff Responsible for Monitoring: Alicia Puente, Principal Action Steps: 1. Send home information to parents about being VIPS cleared. 2. Share with parents that they must be VIPS cleared to come eat lunch with students, visit the classroom, come to field day, go on field trips, etc. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Ms. Lopez, Wraparound Specialist, will work with parents to start a campus PTO. She will support them in recruiting parents and teachers to support the campus. Strategy's Expected Result/Impact: Provide more opportunities for parents to be involved and encourage cooperation between teachers and parents. Raise money to fund projects needed for the campus. Staff Responsible for Monitoring: Erika Lopez, Wraparound Specialist Action Steps: 1. Work with the FACE department around implementing a new PTO. 2. Recruit parents that can be officers in the PTO. 3. Support the PTO to recruit more parents and teachers to join. 4. Fundraise and determine campus needs. Title I: 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, 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 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 before October 21, 2022.

VISION and HEARING SCREENINGS at Grades K, 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 16, 2022.



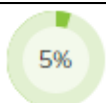




TYPE 2 DIABETES SCREENING at Grades 1, 3, & 5 will be complete by a certified nurse or screener on or before December 16, 2022.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Provide free clinics to facilitate ease of getting vaccine. Make phone calls and do house visits for unvaccinated students.</p> <p>Strategy's Expected Result/Impact: All students will have the appropriate vaccinations.</p> <p>Staff Responsible for Monitoring: Patricia Castro, School Nurse</p> <p>Action Steps: 1. Contact local clinics to establish availability of vaccine. 2. Schedule vaccine clinics on campus. 3. Reach out to neighboring schools to coordinate other available vaccination clinics for families. 4. Identify students that are missing vaccines and get them signed up for the free clinics. 5. Do home visits for families that do not attend clinics or respond to phone calls.</p> <p>Title I: 2.6</p>				

Strategy 2 Details		Reviews			
Strategy 2: Begin early screening by focusing on 5-6 students daily: this will allow the screener to complete vision and hearing by December. Strategy's Expected Result/Impact: Beginning early will allow for students to be screened early and work with the teacher to identify those needing further vision and hearing testing. With the use of vision coupons the majority of students screened will be able to receive glasses before the first of November. Staff Responsible for Monitoring: Patricia Castro, School Nurse Action Steps: 1. Set up screening area in the clinic. 2. Screen students in 5th grade 5 or 6 at a time, and work way down to 1st grade students. Students will be screened during ancillary time. 3. Communicate with parents as needed.		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Follow guidelines for screening for Type 2 diabetes starting with 5th grade and working down to the younger students. Strategy's Expected Result/Impact: Students that may be at risk for type 2 diabetes will be identified. Staff Responsible for Monitoring: Patricia Castro, School Nurse Action Steps: 1. Set up screening area in the clinic. 2. Screen students in 5th grade 5 or 6 at a time, and work way down to 1st grade students. Students will be screened during ancillary time. 3. Communicate with parents as needed.		Formative			Summative
		Nov	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Measurable Objective 2: 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.

Strategy 1 Details	Reviews			
Strategy 1: It is important that the staff and teachers have a general overview of reacting to an emergency situation. The nurse will work with the Principal to identify two specific individuals to receive training of reacting to: seizures, anaphylactic reactions and use of the epi-pen, be trained on giving medications and knowledge of the 6 rights of medications. Strategy's Expected Result/Impact: Able to deal with an emergency quickly and effectively. Staff Responsible for Monitoring: Patricia Castro, School Nurse Action Steps: 1. School nurse will work with the principal to develop a plan for emergency situations that might arise at school. 2. School nurse will make sure that back ups and appropriate school staff are properly trained. 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: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: School nurse and back ups will be properly trained and develop a plan for administering medication. Strategy's Expected Result/Impact: Students will be properly medicated when necessary. Staff Responsible for Monitoring: Patricia Castro, School Nurse Action Steps: 1. School Nurse and 2 back ups will get trained in administering medications. 2. Nurse will communicate with parents about getting the appropriate documentation from doctors to be able to administer medication. 3. Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




Board Goal 5: N/A - Additional Campus Goals









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

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

Measurable Objective 1: By

Evaluation Data Sources: SAF Forms
Health grades

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Students will participate in Physical Education class for at least 1 hour per week and have at least 15 minutes of recess per day.</p> <p>Strategy's Expected Result/Impact: Students will have structured and unstructured physical activity throughout the week.</p> <p>Staff Responsible for Monitoring: Daniel Thomas, Physical Education Teacher</p> <p>Action Steps: 1. Create master schedule where each class goes to PE at least once per week. 2. Create master schedule where each class has at least 15 minutes of recess daily. 3. Monitor student progress and participation on 6 week cycle report cards.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>				

Strategy 2 Details	Reviews			
Strategy 2: Implement Take Care Tuesdays, Coach Thomas will teach students health including strategies to prevent obesity, cardiovascular disease, and Type 2 diabetes. Strategy's Expected Result/Impact: Students will have an awareness about obesity, cardiovascular disease, and Type 2 diabetes Staff Responsible for Monitoring: Daniel Thomas, Physical Education Teacher Action Steps: 1. Students are scheduled to participate in Take Care Tuesdays each Tuesday during their ancillary time. 2. Coach Thomas will create a calendar of Take Car Tuesday health concepts to be covered. 3. Students will be given a health grade based on their participation in Take Care Tuesday activities. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: K-5 students will participate in the Jump for Heart Competition during the month of February to promote Heart Health. Strategy's Expected Result/Impact: Increase student physical activity and heart health awareness. Staff Responsible for Monitoring: Daniel Thomas, Physical Education Teacher Action Steps: 1. Coach will plan events and schedule for students. 2. Coach will communicate with parents about student participation. 3. Coach will track students participation. Title I: 2.5, 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 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 144 Durkee Elementary School

Total SCE Funds: \$1,672.00

Total FTEs Funded by SCE: 1.9

Brief Description of SCE Services and/or Programs

The budget will provide supplemental materials Focus Kits for their intervention block.

Personnel for 144 Durkee Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Carmen Vargas	Tchr, Bilingual	1
Eduardo Martinez Sanchez	Tchr, Bilingual	0.9

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The percentage of students in 2nd - 3rd grade performing on grade level will increase from 48% on the 2022 EOY to 60% by the 2023 EOY on the Renaissance 360 Screener.

By the Spring End of Year Renaissance 360 assessment, 90% of the first, second, and third grade students will grow at least 1 percentile rank from the Beginning Of Year assessment.

By Spring 2023, at least 46% of 3rd-5th grade students will be performing at or above grade level in reading, math, and science, as measured by the Meets Grade Level Standard on STAAR, on the TEA Interim Assessment.

Students receiving special education services performing on grade level will increase from 35% on the 2022 EOY to 48% by the 2023 EOY on the Renaissance 360 Screener

Our 2022-2023 school initiatives are:

Teachers will continue to incorporate Thinking Maps in their lesson plans to help students with their grade level content.

Teachers will incorporate Lead4ward Strategies in their lesson plans to engage students in their learning.

Durkee ES will continue to have an intervention block during the school day to provide additional help to students in reading in grades K-5 and HB4545. This support will be provided by our ESL-certified and Bilingual Interventionist, academic tutors, and classroom teachers.

Identified students who are Tier II/ Tier III and HB4545 will use i-Ready and Teacher Created Materials Focused Reading and Math supplemental kits to help with grade level TEKS and skills.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and Durkee faculty and staff members.

2.2: Regular monitoring and revision

- Scheduled PLC meeting addressing At-Risk students
 - Leadership meetings with support staff, administrator, and SIR
 - Monitoring different data sources (Renaissance, i-Ready)
 - Weekly calibration walks
- 144 Durkee Elementary School
Generated by Plan4Learning.com

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

Our CIP is available in English and Spanish. The CIP is available on website for parents and the community to review.

2.4: Opportunities for all children to meet State standards

- Scheduled PLC meeting addressing At-Risk students- address student academic progress and assign any accommodations if needed that will help the student
- Leadership meetings with support staff, administrator, and SIR- decide what services from our WRS, CIS and counselor will provide to assist students.
- Monitoring different data sources (Renaissance, i-Ready)- analyze data sources and plan for re-teaching and planning for intervention groups
- Weekly calibration walks- focus on different T-TESS dimensions and determine school-wide needs

2.5: Increased learning time and well-rounded education

Strategies to Increase learning time:

- Focus on attendance by having monthly student celebrations
- Follow and monitor grade level intervention blocks

Strategies to provide a well-rounded education:

- Bring outside programs as enrichment for optimal learning
- Schedule school events and field trips to acquire outside exposure

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

As a campus, we are building teacher capacity in their content, Tier I instruction by using the Get Better Faster Scope & Sequence and See It, Name It and Do It protocol during our post-observation conferences and the Know/ Show chart during our PLC.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The data sources that are:

- State assessment
- 144 Durkee Elementary School
Generated by Plan4Learning.com

- Benchmark (BOY, MOY, EOY) data: Renaissance, i-Ready
- Classroom assessments

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

During Coffee with the Principal, the Parent and Family Engagement policy was shared and input was gathered. Also, during our Open House parents again were able to learn and give input about our Parent and Family Engagement policy. The Parent and Family Engagement policy was sent home.

4.2: Offer flexible number of parent involvement meetings

Monday, September 12, 2022

Wednesday, September 21, 2022

Monday, October 10, 2022

Tuesday, December 20, 2022

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

21-22 STAAR results

Renaissance

i-Ready

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaclynn Grace Carpenter	Tchr, Class Size Reduct ESL	Regular	100
Laura Rangel Landaverde	Sr. Academic Tutor	Regular	100
Veronica Gonzalez Castro	Sr. Academic Tutor	Regular	100

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	3	IReady	6300 - Supplies and Materials	\$0.00
Sub-Total						\$0.00
2110000000 - Title 1 Basic Programs						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Academic Tutor	6100 - Payroll	\$0.00
1	1	1	1	Interventionist	6100 - Payroll	\$0.00
2	1	1	1	iReady	6300 - Supplies and Materials	\$0.00
Sub-Total						\$0.00