Houston Independent School District

211 Oak Forest Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

As a cooperative body of parents and educators, we will provide a nurturing atmosphere which produces lifelong learners who are prepared academically and socially to make responsible contributions as they strive to reach their maximum potential.

Vision

Students will leave Oak Forest Elementary with the dispositions necessary to be nimble minded, empathetic, and thoughtful community members with the capacity to advocate for themselves and others.

Value Statement

Our Empower values are at the center of our community and articulate our core values. They are:

Effort
Motivation
Perseverance
Ownership
Wisdom
Empathy
Respect

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Forest has an enrollment of 875 students with an ethnic breakdown of 26% Hispanic, 57% White, 3% African American, 6% two or more races, and 7% Asian students. Approximately 700 children are zoned to the campus. The campus has been the site of a Magnet Vanguard Program for over 30 years and currently serves 400 students who have been identified as gifted and talented in grades K-5. The mobility rate has traditionally been low (5%-10%). Due to neighborhood growth, out of zone magnet seats have dwindled over the past four years and that trend will likely continue post covid. This has led to an 11% decrease in students labeled as Gifted and Talented over that same time frame. Campus capacity has steadily increased over this time frame as well. Our current building utilization rate is approximately 125%.

The Special Education program consists of a Structured Learning Class (SLC), Transition Ready with Essential Knowledge class (TREK), resource class with content mastery and speech therapy. The total special education population is 56.

The professional staff consists of 38 classroom teachers, an assistant principal, magnet coordinator, teacher specialist, 6 ancillary/specialist teachers, 2 special education teachers, counselor, nurse, librarian and shared speech therapist.

Demographics Strengths

We have a very strong PTA that embraces our empower values and helps generate amazing resources and opportunities for all of our students. Student mobility rate is relatively low and over 81 % of students live within the neighborhood. Our attendance rate last year was 97.8 %.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Student population is becoming less diverse. Almost 60 % of students are white this year up from 48 % in 2017. **Root Cause:** Neighborhood demographics greatly impact enrollment due to lower number of available seats for students outside the zone.

Student Learning

Student Learning Summary

Students demonstrated growth on both reading and math STAAR assessments from the previous year. 62 % of students demonsrated mastery, (+11 %), 81 % of students met grade level standard (+9 %), and 93 % of students approached grade level (+4 %) on the 21-22 STAAR reading assessment. 45 % of students demonsrated mastery, (+4 %), 77 % of students met grade level standard (+9 %), and 89 % of students approached grade level (+42%) on the 21-22 STAAR math assessment.Students also demonstrated growth measured through the STAAR science assessment. 42 % of students demonstrated mastery (+11 %), 64% of students met grade level standard (+1 %), and 89 % of students approached grade level on the STAAR science assessment. The campus STAAR participation rate was 99 %. In grades kinder and first, 96 % of students were successful with HFW assessment. Tests were administered online for the first time in preparation for the state transition of all testing online by the year 2022-2023.

Student Learning Strengths

Students continued to show growth in writing as demonstrated by the 5 % gain in mastery STAAR performance. While the number of students that mastered and met standard dropped in reading and math, student performance did not dip as significantly as anticipated. Through the implementation of online testing we were able to create enough social distancing to increase community confidence and bring in 90 % of our virtual students to take both STAAR, and Interim assessments. This allowed for campus participation rates on major assessments to surpass 90 %. Our campus reduced the number of targets not met on STAAR domain 3, closing the gaps from three targets to one target since the previous STAAR administration in 2019. Additionally students continued to engage with project based learning initiatives at a high level, despite covid safety protocols.This was demonstrated through grading rubrics and artifacts of student learning.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Growth towards pre pandemic math performance measures has lagged behind the accelerated growth students have demonstrated on reading measures. **Root Cause:** Grade 1st-4th students still struggle with number sense and foundational math skills. This is due to the lack of high quality instructional approaches in foundational grade levels created by Covid Protocols.

School Processes & Programs

School Processes & Programs Summary

Oak Forest continues to offer many extracurricular and enrichment opportunities for our students.

Our Fine Arts program includes art, general music theory, and applied music. These programs are offered to all students. In addition, students have elective/extracurricular offerings including band, guitar class, and the school play. Our band is a long standing tradition and currently has over 100 members. The guitar program is a new addition to our Fine Arts program.

The community has a longstanding passion to develop writers and has a well developed WITS partnership that serves all students in grades 1-4. Oak Forest also offers a gardening program to all students that aligns with our science lab. 5th grade students can serve on one of our eight 5th grade committees that allow them opportunities to take leadership roles on our campus. Approximately 80 5th graders serve on committees. Students have opportunities to compete in a variety of UIL and non UIL academic experiences which include Name That Book, Odyssey of The Mind, Number Sense, Spelling Bee, and chess.

Physical fitness is another important focus for our community. Students participate in healthy kids week, jump rope for heart, and yoga. Additionally, our students have the opportunity to participate on our school triathlon team. Prior to Covid, the triathlon team had over 200 members.

School Processes & Programs Strengths

Oak Forest continues to offer many extracurricular and enrichment opportunities for our students. These activities cover a broad spectrum of interests, from fine arts to math and science. These offerings ensure that our GT students have a variety of outlets to demonstrate their abilities in performative ways, while giving our students in need opportunities they might not otherwise get to participate in. Many of our programs not only benefit our students but engage our families and the neighborhood, creating a greater sense of community within our school. Band and play performances are embraced and highly anticipated each year, and our students are often invited to represent our school in spelling bees, poetry readings, and more. Our fifth grade committees encourage leadership within our student body as well as prepare these students for middle and high school opportunities.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Many programs have been abridged or altered in ways that have lessened their ability to fully engage students, serve as performative outlets, and create a sense of community. Some programs such as band and triathlon are having to be reestablished due to low/no participation last year. **Root Cause:** Covid protocols and guidelines limited the ways in which many of our traditional programs operate.

Perceptions

Perceptions Summary

Our campus is centered around family. The majority of staff have or have had children that have gone through the school. We have a very involved parent community that feels the school is a second home. Our school believes in offering students the opportunities to grow socially, emotionally, and academically. We embrace our EMPOWER values and incorporate those values into our instruction. Last year we continued to have low numbers of discipline issues and had 3 in school suspensions campus wide. Discipline rates were higher among our white, male, non-sped students than other sub populations of students. Attendance rates increased last year among all sub pops and overall we had an average of 98.4 % daily attendance. Virtual students were slightly higher on average and attended school 99.8 % of the time. While COVID disrupted the flow of many of our FTF events, the PTA in partnership with our campus transitioned our traditional parent engagement events into virtual events. These included 4 coffee with the principal events, 3 school wide principal meetings, 5 school wide PTA meetings, virtual Fun Run, and our virtual auction.

Perceptions Strengths

Our community has several families that have been here for 6 plus years. This has allowed us to establish long lasting relationships, creating trust, continuity, and stability. The ability to shift from face to face events to virtual events through the partnership with our PTA ensured that we could continue to have a sense of community during COVID. Strong relationships also allowed for crucial communication to ensure that campus wide attendance and behavior rates did not suffer due to fewer parent engagement opportunities.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: There is a perception that most students that attend OFE are identified as Gifted and Talented. The number of students identified as GT has dropped from 54 % to 35 % over the past 4 years. **Root Cause:** The growth in the neighborhood has created less opportunity to offer magnet seats for students identified as gifted and talented.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

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 reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 73% in spring 2022 to 78% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of 1st grade students performing at or above grade level as identified by BOY renaissance data will increase by 10 % by MOY administration.

Evaluation Data Sources: Renaissance BOY and MOY data, HFW Data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement strategies developed during Reading Academy with fidelity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure that teachers are pacing lessons appropriately to for more effective retention of lesson objectives.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wendy Paule, k-2 Admin **Action Steps:** Ms. Paule will check in with participation monthly. PLCs will be held at monthly check in targeting skills learned. Ms. Paule will observe implementation of instructional practices developed through reading academy and provide support and guidance.		40%			
	0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Measurable Objective 2: Reduce the number of 3rd grade students falling in the bottom quartile as measured through BOY renaissance reading star by 20 % by MOY.
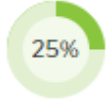
Evaluation Data Sources: BOY and MOY data.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: IAT coordinator will provide TIER 3 instruction to all at risk students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The alignment of instruction and monitoring by the IAT coordinator will streamline the quality of instruction and lead to a decrease in students performing below grade level.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: IAT Coordinator, Assistant Principal, 3rd grade reading teachers **Action Steps:** IAT coordinator will progress monitor students monthly and coordinate push in to ensure all students are receiving tier 3 intervention through her. IAT coordinator will share Identified areas of weaknesses and strategies with 3rd grade reading teachers during PLC.	20%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 3: 90 % of Second and First grade students will grow 1 reading levels by MOY as measured through Benchmark Running Records.

Evaluation Data Sources: BRR data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow DAILY 5 protocols with fidelity. Early literacy interventionist will review BRR data and provide additional guided reading instruction to students not demonstrating growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional practices and intervention focused on growth will ensure students all students individual learning goals are accounted for. **Staff Responsible for Monitoring:** IAT Coordinator, K-2 administrator. **Action Steps:** Conduct initial BRR to assess reading levels, teachers coordinator guided reading groups and monitor progress. Literacy interventionist and classroom teachers provide additional guided reading supports to students that are not demonstrating growth.	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 5 percentage points from 62% in spring 2022 to 67% in spring 2023.
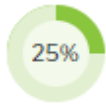
Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Increase the number of 3rd grade students scoring at the 90th percentile or better by 5 % from the BOY to the MOY STAR ren assessment.

Evaluation Data Sources: BOY and MOY STAR assessment data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Zearn Math training and incorporate components of Zearn Math as mandated by district pilot program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: HISD academic office has selected Zearn Math to serve as a digital companion to the Eureka math program. Zearn was selected after reviewing research on the effectiveness of the program. Utilizing this resource as prescribed in the pilot program guidelines should lead to an increase in math assessments per HISD Academics Dept. **Staff Responsible for Monitoring:** IAT Coordinator **Action Steps:** IAT Coordinator and math teachers attend Zearn training. Monitor Zearn usage and the fidelity of implementation.	25%			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Measurable Objective 2: Reduce the number of students performing below grade level as measured by BOY Renaissance Star assessment by 30 % by MOY assessment.

Evaluation Data Sources: BOY and MOY STAAR renaissance data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Math Interventionist will provide push in instruction for tier 2 and three students during math small group instructional time.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Dedicated interventionist will provide additional, small group supports for students struggling with math objectives. **Staff Responsible for Monitoring:** Math Specialist, IAT Coordinator, Assistant Principal **Action Steps:** IAT coordinator will monitor progress and develop schedule with math interventionist. Math interventionist will push in to provide small instruction based on identified student weaknesses. Progress monitoring will be reviewed monthly during PLC to identify areas of growth and students/objectives that need continued support	15%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Measurable Objective 3: Increase number of second and third grade students performing above grade level by 10 % as measured through Renaissance STAR assessment by MOY.

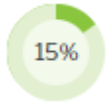   **Evaluation Data Sources:** BOY and MOY Renaissance STAR DATA

Strategy 1 Details	Reviews			
Strategy 1: Use data from BOY to create small group differentiated instructional groups for math instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Differentiated small group instruction will allow for students to engage with learning objectives and lesson pacing appropriate for their current level of understanding.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: K-2 and 3-5 administrators. **Action Steps:** Implement BOY assessment. Disaggregate data to develop differentiated small groups. Meet Bi monthly with teachers to review growth of students and realign small groups as needed.	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

Goal 1: The percentage of students performing at Mastery level in math as measured by STAAR will increase 5 % from 45% in 2022 to 50 % by 2023.
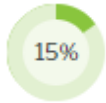
Measurable Objective 1: 53 % of students will be on pace to achieve STAAR mastery as predicated by STAAR interim assessment administration.

    Evaluation Data Sources: STAAR Interim Assessment

Strategy 1 Details			Reviews			
Strategy 1: Students will expand understanding of math objectives through the use of IXL.			**Formative**			**Summative**
Strategy's Expected Result/Impact: IXL programming will provide differentiated instruction to challenge students have advanced performance in math.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Amy Ford, Math Teachers **Action Steps:** Provide support on how to use IXL.			15%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

Measurable Objective 2: Increase the number of GT 3rd students that are performing above grade level on renaissance MOY by 8 %.

    Evaluation Data Sources: BOY and MOY

Strategy 1 Details			Reviews			
Strategy 1: GT students will engage in guided math small group instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Small group instruction targeted to the needs of GT students will increase their mastery of math objectives.			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 3rd grade teachers, Assistant Principal, GT Coordinator **Action Steps:** Review renaissance STAAR data and GT student rosters. Provide guided math development support. Support small group instructional strategies provided during professional development.			15%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue			

Measurable Objective 3: Third grade students will complete step 13 in the Mountain Math program by January 10.

    Evaluation Data Sources: Mountain Math data student self progress monitoring.

Strategy 1 Details	Reviews			
Strategy 1: 3rd grade math team will implement Mountain Math program weekly to all students. Program focuses on mastery of math objectives and requires students to apply skills to demonstrate TEKS mastery.	Formative			Summative
Strategy's Expected Result/Impact: Continued focus on application of skills will increase student understanding of math objectives. **Staff Responsible for Monitoring:** 3rd grade math teachers, Assistant Principal **Action Steps:** 3rd grade team will introduce students to Mountain Math. Teachers will provide logs to students to self monitor progress and conference weekly with students.	Nov	Jan	Mar	June
	15%			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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: Maintain over 98 % student attendance rate.

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

Measurable Objective 1: 97 % attendance rate for students labeled at risk.

> **Evaluation Data Sources:** Attendance logs.

Strategy 1 Details	Reviews			
Strategy 1: Wraparound support specialist will meet weekly with SIR to review attendance of identified students. Wraparound specialist will make contact with any at risk students when absent to check in on any needs required to help student attend classes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Additional support for at risk students will lead to increased attendance. **Staff Responsible for Monitoring:** Shannon Frazier **Action Steps:** Set weekly check in calendar.	10%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 2: Achieve 97 % attendance for SPED students.

> **Evaluation Data Sources:** Attendance rosters, daily check in logs.

Strategy 1 Details	Reviews			
Strategy 1: Campus will make calls to all SPED families daily to help provide assistance to families getting their student to school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure families with SPED students have connection to campus and needs are adequately met so that there are no barriers hindering attendance. **Staff Responsible for Monitoring:** SIR, SPED Chair, Sped Administrator. **Action Steps:** SPED Admin will create call logs for sped students and review weekly.	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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 2: Maintain an out of school suspension rate of less than 1 %.

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

Measurable Objective 1: By the end of the 2022 school year, we will see a 10 % decrease in office referrals because students are taking ownership of their actions.

Evaluation Data Sources: Office Referrals.

Strategy 1 Details			Reviews			
Strategy 1: Students will participate in EMPOWER values activities weekly during homeroom/ morning meeting sessions. Empower values will be implemented into announcements daily. Class and campus wide EMPOWER awards will be celebrated every 6 weeks.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will continue recognize EMPOWER values and develop dispositions that align with these traits. **Staff Responsible for Monitoring:** Magnet Coordinator, Counselor, Assistant Principal **Action Steps:** Plan Empower celebrations, activities, and develop school wide EMPOWER initiatives.			20%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Measurable Objective 2: Identify and target reoccurring code of conduct violations that led to suspensions.

Evaluation Data Sources: Lunch Buddy Tracking Log

Strategy 1 Details			Reviews			
Strategy 1: Review data 2021-2022 data and provide additional character development opportunities for students for behaviors that directly contributed to suspensions. Counselor will have "lunch buddy" meetings to check in with students that are struggling in identified areas during current year and in the previous year.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduce the behaviors that contributed to student suspension, loss of learning opportunities, and unfavorable perceptions of school. **Staff Responsible for Monitoring:** Counselor, 3-5 Administrator, k-2 Administrator			15%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

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 3: Maintain less than 1 % campus bullying incidents.

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

Measurable Objective 1: 100% of students complete anti-bullying lesson in ancillary.

Evaluation Data Sources: Student completion documentation.

Strategy 1 Details		Reviews			
Strategy 1: Incorporate Anti-bullying unit into Computer Lab lesson plans for all students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing learning opportunities about bullying will allow students to identify potential bullying situations and work proactively to reduce incidents and increase likelihood to report.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teacher, with help from Counselor Krysten Kuo Brown **Action Steps:** Each class will complete and any students who miss will make up. Can be done virtually as well.		20%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Measurable Objective 2: Implement 5th grade Big Buddy committee.

Evaluation Data Sources: Committee sign in sheets. Activity logs.

Strategy 1 Details		Reviews			
Strategy 1: Working alongside dedicated staff, 5th grade students will mentor targeted younger students to provide support and model EMPOWER values.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Provide mentorship for targeted group of younger students to reduce bully oriented behaviors. **Staff Responsible for Monitoring:** Cassie Lemoine, Jennifer Brown **Action Steps:** Committee sign up post , pairing with lower grade teachers to identify targeted students, initial Meet and Greet event.		20%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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 4: 28 % of students in SPED programs will attain a meet level performance on STAAR Reading.

Strategic Priorities:
Transforming Academic Outreach
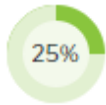
Measurable Objective 1: By September 20th, a school wide intervention and inclusion plan will be in place.

Evaluation Data Sources: Campus intervention schedule with SPED push in services.

Strategy 1 Details	Reviews			
Strategy 1: Collaboration between general education and special education teachers for aligning and implementing learning objectives. Evaluating data to target specific students with needed push and pull out interventions.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensuring services are aligned properly for SPED students will allow students to engage in learning while minimizing the transition times for push in/ pull out interventions. **Staff Responsible for Monitoring:** SPED Admin, SPED Chair **Action Steps:** IAT coordinator, SPED chair, reading and math interventionist, and SPED Admin will meet and share calendars/student IEPS/ relevant student IAT DATA. Scheduling of services will be created in alignment with daily student schedules in coordination with grade level teams.	20%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: Students in the SLC program will receive co taught intervention support from reading specialist and SLC teachers.

Evaluation Data Sources: Daily schedule logs.

Strategy 1 Details	Reviews			
Strategy 1: To ensure structured reading interventions are effective, SLC teachers will work in collaboration with reading interventionist in the delivery of intervention.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: SLC students will receive appropriate interventions critical to support reading objectives while at the same time ensuring instructional delivery is aligned with IEP needs. **Staff Responsible for Monitoring:** SLC Teachers, Reading Interventionist. **Action Steps:** Schedule planning times for SLC teachers and Reading interventionist.	25%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

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 5: 75 % of students identified as Dyslexic will demonstrate one year of reading growth.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Dyslexia interventionists will meet regularly with reading teachers to discuss assessment data linked to reading progress.

Evaluation Data Sources: BRR data, STAAR Interim Assessment data, Renaissance data, PLC logs

Strategy 1 Details	Reviews			
Strategy 1: Planned PLC meetings after assessments are taken will be put on calendar and attended by both dyslexia interventionist and reading teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Alignment of strategies gained through dyslexia intervention and reading instruction. Student specific conversations about demonstrated student weaknesses and how to address. **Staff Responsible for Monitoring:** IAT coordinator, reading teachers, dyslexia interventionist. **Action Steps:** IAT coordinator will outline major reading benchmarks and allocate time in PLC schedule for meaningful collaboration. Data will be readily available beforehand to maximize time.	20%			

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

Measurable Objective 2: Monthly check in with IAT coordinator and reading teacher to review intervention scheduling and daily instructional schedules.

Evaluation Data Sources: Check in logs.

Strategy 1 Details	Reviews			
Strategy 1: IAT coordinator will create time line to ensure regular meetings occur to review intervention schedules.	Formative			Summative
Strategy's Expected Result/Impact: Students receiving multiple services are at risk of missing tier 1 instruction being delivered in classroom due to the limited flexibility of dyslexia intervention schedules. Meeting beforehand to	Nov	Jan	Mar	June

discuss schedules allows for changes to be made in advance and proactively consider ways to minimize time lost for tier 1 instruction.

Staff Responsible for Monitoring: IAT coordinator, Dyslexia Interventionist, Grade Chairs.

Action Steps: IAT coordinator will hold initial meeting with Dyslexia Interventionist and calendar regular check in meetings to review intervention and tier 1 daily instructional schedules.

25%

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

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 6: Campus will host at least 10 community events by May 2023 with a goal of having a minimum of 100 attendees at each.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Host 8 schoolwide, face to face events on campus by December.

Evaluation Data Sources: Calendars of events. Event programs.

Strategy 1 Details		Reviews			
Strategy 1: Partnering with the PTA, the school will host several play-dates, meet the teacher events, Fun Run Event, Book Character Parade, and PTA meetings face to face on campus.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Face to face community events boosts confidence in district and campus systems. Retention of families that could otherwise leave to attend private schools will increase. Stronger relationships between families and educators. **Staff Responsible for Monitoring:** Principal, Business Manager, PTA President, PTA Executive Board **Action Steps:** Collaborating with the PTA, campus will create calendar of events.		50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Measurable Objective 2: Host at least 2 band concerts, 1 play, and three GT expo events by spring of 2023.

Evaluation Data Sources: Event Programs, Calendar of events.

Strategy 1 Details		Reviews			
Strategy 1: Collaborating with PTA, band director, and theater teacher, campus will return to host traditional community events highlighting student performances.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Performances and Expos allow students to demonstrate high levels of					

understanding and creative expression. Student learning will increase through the reintroduction of these events. Additionally, community will have a deeper connection to student learning through being invited to participate in culminating events that highlight student performative learning.

Staff Responsible for Monitoring: Band Director, Principal, Grade Chairs

Action Steps: Create time-lines to ensure events are spaced appropriately.

20%

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Create scheduling calendar with nurse and work with SIR to contact families lacking immunization documentation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure effective time line for completion of work **Staff Responsible for Monitoring:** Nurse.	**Nov**	**Jan**	**Mar**	**June**
	15%			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Coordinate screen calendar with Nurse and Grade Chairs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create timely calendar to complete screenings effectively.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, Assistant Principal **Action Steps:** Schedule meeting with Nurse and AP. Share calendars of screening times with grade chairs.	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Coordinate screen calendar with Nurse and Grade Chairs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create timely calendar to complete screenings effectively.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, Assistant Principal **Action Steps:** Schedule meeting with Nurse and AP. Share calendars of screening times with grade chairs.	10%			
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Coordinate screen calendar with Nurse and Grade Chairs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create timely calendar to complete screenings effectively.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Nurse, Assistant Principal				

Action Steps: Schedule meeting with Nurse and AP. Share calendars of screening times with grade chairs.

	10%

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

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure pertinent student information has been collected and documented in HISD connect and medical binder of student health needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allow multiple reference points to find medical administration needs for applicable students. **Staff Responsible for Monitoring:** Nurse, SIR **Action Steps:** Nurse and SIR will coordinate to check HISD connect data entry and create medical binder.	**Nov**	**Jan**	**Mar**	**June**
	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 6: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

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

Strategy 1 Details	Reviews			
Strategy 1: Nurse will report findings of monthly maintenance checks every third Wednesday of the month to campus safety coordinator.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create accountability partner with campus safety coordinator. **Staff Responsible for Monitoring:** Campus Safety Coordinator, Nurse **Action Steps:** Nurse will report findings of monthly maintenance checks every third Wednesday of the month to campus safety coordinator	10%			
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

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

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

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

Measurable Objective 1: 100 % of students will participate in Jump Rope for Heart.

Evaluation Data Sources: Calendar of event. Student participation data.

Strategy 1 Details	Reviews			
Strategy 1: Coach Locke will collaborate with Jump Rope for Heart regional coordinators to host campus Jump Rope for Heart event.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student awareness of heart related illnesses and importance of cardiovascular health. **Staff Responsible for Monitoring:** Coach Locke. **Action Steps:** Coach Locke will collaborate with Jump Rope for Heart regional coordinators to host campus Jump Rope for Heart event.	10%			
0% No Progress	100% Accomplished	Continue/Modify	❌ Discontinue	

Measurable Objective 2: 100 % of students will participate in Healthy Kids Week.

Evaluation Data Sources: Student participation data.

Strategy 1 Details	Reviews			
Strategy 1: In conjunction with the PTA, a Healthy Kids Week committee will plan week long focus on healthy habits which include diet and exercise.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student awareness of healthy exercise habits and dietary habits.				

Staff Responsible for Monitoring: Assistant Principal, PTA, Healthy Kids Committee, Physical Education Teacher
Action Steps: Meet to create time line of events. Coordinate around PE curriculum to ensure alignment of week long events and instruction in PE.

15%

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

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 9: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading STAAR assessments will increase 3 percentage points from 25% in spring 2022 to 28% in spring 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 60% of students served in special education will increase in reading level at least 1 year.

Evaluation Data Sources: Formative assessments, BRR, interim STAAR assessments, STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: SPED student not on target will receive additional reading pull out support from Instructional Coordinator.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Additional high quality reading support will increase students' mastery of reading objectives.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SPED CHAIR, Instructional Coordinator **Action Steps:** SPED chair will create calendars to review progress and collect data on students. Instructional Coordinator will review and support targeted students.	20%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Measurable Objective 2: Reduce the number of students in the Special Education Program that score under the 50th percentile on STAR Renaissance Reading Assessment by 75% by MOY assessment.

Evaluation Data Sources: STAR Renaissance BOY and MOY

Strategy 1 Details	Reviews			
Strategy 1: Ensure that SPED teachers are collaborating through PLC with core content teachers on a monthly basis to ensure alignment of instructional practices and supports. Teachers will participate in 4 days of PD around reading by Design.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Participating in reading by design training will broaden capacity to provide high quality reading instruction.
Staff Responsible for Monitoring: Wendy Paule, Sped Admin

15%			
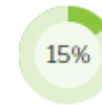
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Measurable Objective 3: Reduce the number of SLC grade students falling in the bottom quartile as measured through BOY renaissance reading star by 13 % by MOY.

    Evaluation Data Sources: BOY and MOY STAR assessments

Strategy 1 Details		Reviews			
Strategy 1: SLC students will receive additional, after school small group guided reading support and intervention based on BOY data.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Additional time for SLC students to develop understanding of reading objectives in a structured environment will lead to greater levels of understanding as demonstrated through renaissance assessment.
     Staff Responsible for Monitoring: Amy Ford
     Action Steps: Disaggregate renaissance data. Compile groups of students based on academic level and IEP needs. Create schedules with SLC and general education teachers.
		15%			

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

Board Goal 5: N/A - Additional Campus Goals

State Compensatory

Budget for 211 Oak Forest Elementary School

Total SCE Funds: $38,000.00
Total FTEs Funded by SCE: 0.6
Brief Description of SCE Services and/or Programs

State compensatory funds are used reading interventionist and hourly dyslexia support.

Personnel for 211 Oak Forest Elementary School

Name	Position	FTE
Cassie Lemoine	Reading Intervention	0.6

Addendums

School Name and Campus #: Oak Forest 211

Principal Name: Andrew Custer

Area Office: Elementary School Office 2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on _____*9/29/21*_____ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

_____   9/29/21
Principal   Date
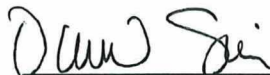
Signatures below indicate review and approval of this document.

_____   9/29/21
PTO/PTA or other Parent Representative   Date

_____   9/29/21
SDMC Teacher Representative   Date

_____   10/1/21
School Support Officer/Lead Principal   Date

_____   9-24-21
Area Office Superintendent   Date

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

Oak Forest Elementary 2021-2022				
PD Dates	**PD Format**	**PD Topic**	**Resources Needed**	**SIP Goal Alignment**
Aug. 16	In Person	Safety/TADS Update/Staar Data	None	Board Goal 1
Aug. 17	In Person	Doable Differentiation	Trainer, Lindsey Moses	Board Goal 3
Aug. 18	In Person	Teacher Workday	n/a	n/a
Aug. 19	Virtual	District Job Alike/ Reading Academy	Computers/ district led trainers	Board goal 1
Aug. 20	In Person	School Protocols	None	
Sept. 17	In Person	Community Engagement Post Covid	none	Board Goal 5
Oct. 4	In Person	District Compliance Day Off per District Guidelines	None	Board Goal 5
Feb. 21	In Person	Testing Accommodations/ Online Assessment	none	Board goal 3

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.

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

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

Campus Name _____   Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

   - Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

   - Indicate the programs and resources that are being purchased out of Title I funds.

   - Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

   _____

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

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

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

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

1. _____

2. _____

3. _____

4. _____

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

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

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

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Rev. 01/20/2022

2

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

1. _____

2. _____

3. _____

4. _____

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

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

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

Continued on next page….

HISD | **External Funding Titles I, II & IV**
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

Rev. 01/20/2022   3

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?
If <u>yes</u>, please list the items below. If <u>no</u>, indicate "N/A."

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

_____

_____

_____

_____

Continued on next page….

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

4

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

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.
*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

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

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

Rev. 01/13/2022

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

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

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

ITEM	YES	NO
In-State Travel	☐	☐
Out-of-State Travel	☐	☐
Professional Development	☐	☐
Field Lessons	☐	☐
Contracted Services	☐	☐
Tutoring	☐	☐
Materials and Supplies	☐	☐
Capital Outlay	☐	☐
Title I Positions	☐	☐

Rev. 01/20/2022

HISD | External Funding Titles I, II & IV
FUNDAMENTALLY FOCUSED. SUPPORT DRIVEN.

6