

Houston Independent School District

154 Foster Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

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orm a more peaceful world,
vercome obstacles that hinder global learning.
trengthen our minds to explore beyond our everyday experiences,
Train thinkers,
Empower each other to become leader, and
Redefine ourselves as resilient risk takers.

I am a leader, you are a leader, we are global leaders. We are Foster Elementary!

Vision

"This educational environment strives to exceed expectations by fostering a safe, inclusive environment that promotes individuality and prepares future global leaders, through understanding of local and world communities".

Value Statement

The Foster International leader believes that all members of the school community should:

1. Treat others with respect and kindness through communication and deed
2. Assume responsibility, accept accountability, and take risks as leaders
3. Engage in and promote critical thinking to achieve high academic standards
4. Demonstrate honest and ethical behavior at all times

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Comprehensive Needs Assessment

Demographics

Demographics Summary

M.E. Foster Elementary is a International Baccalaureate (IB) authorized school located in the South Union/Old Spanish Trail community fostering community partnerships in the 3rd Ward and medical center area. The neighborhood school currently has an estimated 385 students, ranging from Pre-K – 5th grade. Of the total of 385, 89% of our students identify as African American, 11% Hispanic, and 99% are economically disadvantaged. The mobility rate at Foster is 29.9%, almost double the state average (15.4%). Foster has proudly serviced it's students and community by offering diverse school based programs, specifically designed to meet the varying needs of our students. The execeptional education programs at Foster Elementary consists of self contained, departminalized, Life Skills and BSC classrooms. Foster also has one multi grade resource teacher and four early childhood teachers with an all day pre-kindergarten program. Pre-Kindergarten - second grade is self contained and grades 3rd - 5th receive content based instruction. Foster is an IB authorized campus where teachers are working hard to give all students the opportunity to recieve an education fit for a globalizing world. Foster is a Gifted and Talented campus where scholars learn to think outside the box. Foster's dedicated staff is comprised of 1 principal, 2 teacher specialist, 23 teachers, and 3 teacher assistants: 93% African American, 7% White. The ancillary staff includes a Physical Education, Media Specialist, Interventionist and Music Teacher. Foster also has a Counselor, a Nurse, and a Wrap Around Specialist to support our student and families. After a brief relocation, Foster opened it's doors for the 2007 school term in a brand new, state of the art facility. It is well equipped and staffed to accomodate the challenges of education in the 21st century and beyond. With our new building, we also boast a brand new attitude. At Foster, we focus on teaching and learning. We endeavor to involve the community to aid in promoting a psotive school climate, simultanesously nurturing independence, responsibility, creative/higher - order thinking, and self confidence. Our goal for each student at Foster is to become lifelong lerners and future entrepreneurs. We strive to provide effectivie instruction in which our students feel empowered in a safe, supportive, and multicultural learning environment. Our students will receive an equitable education that consist of support from teachers, parents and the coommunity.

Demographics Strengths

- Foster is an an "A" rated Campus
 - Foster is received 5 Distinction Designations
1. **ELA/Reading**
 2. **Mathematics**
 3. **Science**
 4. **Postsecondary Readiness**
 5. **Comparative Closing the Gaps)**
- Foster is an IB authorized school
 - Foster supports GT students
 - Foster has highly effective teachers
 - Foster is part of a community where parent engagement is rich

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school

Student Learning

Student Learning Summary

Our scholars overall performance in STAAR for 2022, which focuses on readiness or success in subsequent grade levels and on college and career readiness were as followed:

| ELA/Reading | Mathematics | Science |
|-----------------------|-----------------------|-----------------------|
| Approaches – 76% | Approaches – 77% | Approaches – 81% |
| Meets – 58% | Meets – 52% | Meets – 68% |
| Masters – 35% | Masters – 18% | Masters – 11% |
| ELL Approaches – 89% | ELL Approaches – 100% | ELL Approaches – N/A |
| ELL Meets – 56% | ELL Meets – 67% | ELL Meets – N/A |
| ELL Masters – 22% | ELL Masters – 11% | ELL Masters – N/A |
| SPED Approaches – 71% | SPED Approaches – 57% | SPED Approaches – 17% |
| SPED Meets – 48% | SPED Meets – 38% | SPED Meets – 17% |
| SPED Masters – 5% | SPED Masters – 14% | SPED Masters – 0% |

Student Learning Strengths

Strenghts:

1. More than three/fourths of Foster students showed growth as evidenced by STAAR
2. When students in grades K-5 are not showing growth, student progress is discussed within PLC throughout the year to identify strategies and resources for the classroom or intervention.
3. The interventions will be targeted based on data for our Tier 1, 2, & 3 students.
4. Students needing additional intervention in academics or behavior are supported through the campus RTI process.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Building relationships with various levels of teachers and students is a continual process. We should implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers should identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students with behavior challenges. Students at Foster have behavioral challenges due to trauma, pandemic, and cultural aspects. Students with varied home environments demands the need of appropriate strategies training for staff

School Processes & Programs

School Processes & Programs Summary

To accomplish these objectives, the Foster school community has committed to The IB Primary Years Program (PYP) as its major initiative to reach identified academic goals. The programming is founded on the ideals of developing student learners who can think independently, apply learning to multiple situations through inquiry, and take self-initiated action. Foster has chosen to align with the standards of the PYP to further develop higher level thinking and increase rigor of instruction to increase performance at the Meets and Masters levels. The following goals of a coherent curriculum were met:

Coherent curriculum 1.1: The school designs its curriculum in accordance with programme documentation.

Coherent curriculum 1.2: The school articulates its curriculum horizontally and vertically.

Coherent curriculum 1.3: The school demonstrated that all applicable IB curriculum frameworks are fully integrated with the requirements for school, local, state or provincial and national education authorities.

Coherent curriculum 1.4: The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum.

Coherent curriculum 1.5: The school articulates its schedule and curriculum to make it possible for students to make connections across their learning.

The school developed the POI, Unit planners, and PLC schedules reflective of collaboration efforts by teachers. Application for official authorization to the International Baccalaureate took place in May of 2021 and was authorized as an IB campus July 2021.

School Processes & Programs Strengths

Foster has effective Processes and Programs:

1. Effective SDMC Team
2. Effective Professional Development
3. Effective Planning Team for Instruction, IB, and Bilingual
4. Effective systems for SLL & PALS programs
5. Effective Teacher Career Pathway Support

Hiring Strategies

Foster is currently 100% staffed for the 2022-2023 SY. We have partnered with the Texas Teachers and I - educate, in addition to our district recruitment efforts to staff our campus. We have implemented a hiring process that includes lesson demonstration, panel interviews with community partners, parents, and teachers to identify highly qualified best fit teachers and support staff for Foster ES. We have implemented leadership hiring practices that include, coaching, professional learning community and planning demonstration, as well as analyzing present school data based on a given set of data. We leverage Career Pathways programs and develop teacher leaders that implement an effective coaching and

feedback process for growth. We have implemented the use of hiring rubrics and assessments to support with hiring and maintaining high quality personnel. Additionally, we utilize district offered stipend as incentive to recruit high quality staff at job fairs and on targeted social media outlets.

Retention Strategies

Foster has embedded teacher and leadership support, coaching, and development strategies schedule and ensured it is apart of our daily practices. Current retention strategies include side by side coaching and planning support for new and existing teachers, professional learning communities, home grown leadership development academy, and leadership PLC's. New Teachers are assigned mentors and leaders who support with day to day instructional planning and organization. Weekly Learning Labs for new and returning teachers on topics based on data gathered from collaborative leadership walkthroughs. This has supported with increasing both teacher and leader capacity, and resulted in significant progress towards our goal of improving our culture through building positive productive teams.

Master Schedule

Restructure Master schedule has been restructured to provide job embedded opportunities for professional learning for teachers through opportunities for vertical and horizontal planning. Teachers are engaged in vertical collaboration and planning across grade levels leading to stronger teams and increased teacher capacity.

Programs that continued spite of COVID-19

Through the pandemic Foster was also authorized as an official International Baccalaureate school even through the challenges of a global pandemic.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Processes and programs need to continue to promote positive school culture and meet the need of all students to achieve academic success. They need to be adjusted to meet the requirements and restrictions post pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students

Perceptions

Perceptions Summary

Student Engagement

Foster students have the opportunity to take part in the after school tutorial program to not only assist them with closing their achievement gaps, but also to extend their learning. For the 2022-2023 school year, scholars will have the opportunity to participate in after school sports like basketball, volleyball, and cheer. Here they will have the opportunity to learn leadership skills and teamwork.

Staff Engagement

Foster elementary has retained a group of 16 teachers for 10 or more years and a group of 5 teachers for 4 or more years. We provide our beginning teachers with a campus based mentor who meets with their mentee at least once a week during monthly forums with the CIC. Teachers who are new to HISD/or new to our campus are partnered with a buddy who participates in informal check ins with the new teachers or staff members bi-weekly or as needed for the teacher to become an effective teacher. Weekly planning sessions, PLC's and monthly campus based professional development sessions are scheduled for all inexperienced teachers to attend to provide a pathway to success. New teachers are provided information and guidance regarding in district and out of district professional development sessions to attend to provide additional support for the teachers.

Foster is rebuilding the campus climate and culture to provide a sense of belonging, community, and pride for all stakeholders. The teachers have a positive mindset and sense of pride that we are making a difference in the lives of the children and the adults we serve in the community. The teachers feel at times more communication from the district and campus will positively impact the climate and the culture. The climate of our campus does fluctuate with the flow of the school year, but the overall culture of the campus typically maintains positive throughout the school year.

Parent/Guardian & Community Engagement

Foster parents participate in their child's education by attending annual events such as Meet the Teacher, Open House, Black History Programs, SDMC, promotion ceremonies, and parent meetings. Our parents are eager to volunteer and look forward to volunteer opportunities as conditions improve. We communicate with our parents through the school website, Twitter, Class Dojo, call outs and fliers. Parents also receive notifications and reminders of important school events every Tuesday in red folders. All notifications are communicated in English and Spanish.

Beliefs

- **Parents** - A significant amount of the South Union School Community believes that student performance and success is the role of the school.
- **School** – Teachers and staff believe that parents and school create a partnership culture that supports student's performance and success.

Culture

- **School** – The school will host at least two parent meetings and two quarterly Starbucks with Stephens. These sessions will be intended to welcome parents into the school environment of teaching and learning.

Climate

- **School** - The school seeks to create a peaceful student friendly educational environment through intercultural understanding and respect.

Values

- The Foster International leader believes that all members of the school community should:

- 1. Treat others with respect and kindness through communication and deed
- 2. Assume responsibility, accept accountability, and take risks as leaders
- 3. Engage in and promote critical thinking to achieve high academic standards
- 4. Demonstrate honest and ethical behavior at all times

We value active and compassionate lifelong learners

Perceptions Strengths

Teachers continue to find efficient ways to connect and communicate with families throughout the year. At least once a year, parent and student surveys are collected and analyzed. Foster teacher leaders serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.

Climate

School - The school seeks to create a peaceful student friendly educational environment through intercultural understanding and respect.

- Every classroom sets and implements discipline management procedures in an assertive manner. Grades Pre-K – 3 will have an explicit classroom management system that includes consequences, praise, and rewards.
- Students are encouraged to be proactive participants in their own choices that leads to peaceful learning environment.
- Conflict is reduced by conducting bullying prevention exercises by the school counselor and through ancillary rotation. Presentations with Crime Stoppers and resources from Stopbullying.org enhance the anti-bullying program. Foster is a no place for hate school.
- Foster advertises for family events by at least three advertising methods:
 - Flyers
 - Classroom Dojo
 - Community Call outs
- The campus collaborates with Families and Community Engagement (FACE) and has been certified as a platinum family friendly school.

Parent/Guardian & Community Engagement

- Our various forms of communication with our parents
- English & Spanish communication
- Opportunities for parents to support entire student body- clothing and school supply donations/back to school haircuts

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Parent involvement, especially diverse populations and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and we have some restrictions for in due to COVID that are now being lifted.

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)
- 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

Student Data: Assessments

- STAAR released test questions
- 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
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

154 Foster Elementary School
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Board Goals

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

Goal 1: The percentage of 3rd grade students performing at Approaches grade level in reading on STARR will increase by 9 percentage points from 61% in spring 2022 to 70% in spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 65% of all 3rd Grade Tier I and Tier II students will improve by at least two performance levels on the Reading Screener from the Beginning of the Year to the End of the Year Assessment.

Evaluation Data Sources: Benchmark Running Records, Imagine Literacy, District Formative Testing Schedule, Ren 360 BOY, MOY and EOY, Ren360 Progress Monitoring





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Kindergarten-3rd grade teachers will implement guided reading instruction Strategy's Expected Result/Impact: 3rd grade students reading at an independent level will improve to increase comprehension proficiency at the meets and masters level on STAAR Reading Assessment Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Principal Action Steps: Teachers will provide daily practice opportunities during the literacy block with authentic text that is on grade level Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Kindergarten -3rd grade teachers will analyze data to plan solid Tier I instruction and spiral in essential TEKS Strategy's Expected Result/Impact: 3rd grade students reading at independent level will improve to increase comprehension proficiency at the meets and masters level on STAAR Reading Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Principal Action Steps: Teachers will craft, internalize and execute aligned lessons inclusive of multiple opportunities for informal and formal checks for understanding Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Kindergarten-3rd grade teachers will implement running records to monitor and adjust for skills based mini-lessons Strategy's Expected Result/Impact: 3rd grade students reading at independent level will improve to increase comprehension proficiency at the meets and masters level on STAAR Reading Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Principal Action Steps: Teachers will provide differentiated instruction to small groups while utilizing technology to enhance the fluid nature of groupings Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Measurable Objective 2: 100% of reading teachers will increase planned phonemic awareness, high frequency word, vocabulary, fluency, word study and comprehension activities in grades 1st, 2nd and 3rd to achieve at least on years growth on running records

Evaluation Data Sources: Benchmark running records, anecdotal notes, formative and summative assessments, exit tickets, high frequency word inventories, Ren360 BOY, MOY, EOY and Imagine Literacy

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: 100% of teachers will utilize STAAR Performance Level Descriptors to support vertical planning and alignment Strategy's Expected Result/Impact: Rigorous questioning strategies demonstrated at each grade level with adequate scaffolding and anticipation of common misconceptions will increase students understanding of complex text and connection to trans disciplinary themes. Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Principal Action Steps: At Bats conducted during PLC's to refine lessons prior to teachers going live before students. Review of wonder walls, lines of inquiry, essential questions and content focus. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |
| Strategy 2 Details | | Reviews | | | |
| Strategy 2: Pre-Kindergarten -3rd grade teachers will increase rigor of instruction by integrating standards of an inquiry based and conceptual framework Strategy's Expected Result/Impact: 3rd grade students will develop analytical skills and the ability to synthesize text Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Principal Action Steps: Unpacking of planned thematic units every 6 weeks in grades 1st-3rd. Title I: 2.4, 2.5, 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 leverage technology to increase student exposure to different types of text, lines of questioning and methods for response Strategy's Expected Result/Impact: Students will gain exposure to the format and structure of STAAR 2.0 thus slightly building their stamina for reading text online which is critical to the transition from paper based to computer based testing Staff Responsible for Monitoring: Reading Teachers, IB-Coordinator-Ms. Porter, Teacher Specialist- Ms. Allen and Media Specialist Action Steps: Teachers will utilize On-Track for assessment and iReady. Title I: 2.4, 2.5, 2.6 Funding Sources: iReady - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$6,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
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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 2: The percentage of students at the Master Level for the 2022-2023 Reading STAAR in grades 3-5 will increase by 10%

Strategic Priorities:

Expanding Educational Opportunities

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 Approaches grade level on STARR Math will increase by 6 percentage points from 64% in spring 2022 to 70% in spring of 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 75% of all 3rd grade Tier I and Tier II students will improve by at least two performance levels on the Math Screener from Beginning of Year to End of Year assessment.

Evaluation Data Sources: Imagine Math, formative and summative assessment, exit tickets, Ren360 BOY, MOY, EOY, district created assessments





| Strategy 1 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 1: 3rd grade students will use Imagine Math at least 15 minutes daily as part of a work station rotation Strategy's Expected Result/Impact: Students will improve 2+ grade equivalent levels in Ren360 Math Staff Responsible for Monitoring: Media Specialist-Mr. Reynolds, Teacher Specialist-Ms. Allen and IB Coordinator-Ms. Porter Action Steps: Homeroom Teacher and Media Specialist will monitor student usage inclusive of number of lesson complete and minutes of usage. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy | | Formative | | | Summative |
| | | Nov | Jan | Mar | June |
| | | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: 100% of teachers will utilize STAAR Performance Level Descriptors to support vertical planning and alignment Strategy's Expected Result/Impact: Rigorous questioning with adequate scaffolding and anticipation of common misconceptions will increase students understanding of complex problem solving techniques . Staff Responsible for Monitoring: All Math Teachers, IB Coordinator- Ms. Porter Action Steps: Conducting At Bats during PLC's, internalizing lesson plans and ongoing spiral review of frequently tested TEKS. Title I: 2.4, 2.5, 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 analyze data to plan solid Tier I instruction and spiral in essential TEKS Strategy's Expected Result/Impact: There will be an increase in the number of 3rd grade students performing at the meets and masters level on STAAR Math Staff Responsible for Monitoring: All Math Teachers, IB Coordinator- Ms. Porter Action Steps: Teachers will craft, internalize and execute aligned lessons inclusive of multiple opportunities for informal and formal checks for understanding Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Measurable Objective 2: At least 70% of 3rd Grade students will demonstrate knowledge of numeracy and key grade level mathematical concepts

Evaluation Data Sources: Exit tickets, Ren360 BOY, MOY, EOY, summative and formative assessments, Do Now's, Imagine Math

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Teachers will increase the rigor of instruction by integrating standards of an inquiry based and conceptual framework in alignment with International Baccalaureate Program Strategy's Expected Result/Impact: 3rd grade students will understand the connection across trans disciplinary themes and recognize real world applications. Staff Responsible for Monitoring: IB Coordinator-Ms. Porter, Math Teachers and Principal Action Steps: Unpacking of units every 6 weeks, development of wonder wall and lines of inquiry to reflect wonder wall and essential questions with interactive math notebooks. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will leverage technology to increase student exposure to different types of numerical sentences, computation and problem solving Strategy's Expected Result/Impact: Students will gain exposure to the new format and structure of STAAR 2.0 thus slightly decreasing the likelihood that the transition from paper based to computer based testing will significantly impact their ability to demonstrate mastery Staff Responsible for Monitoring: Principal, IB Coordinator-Ms. Porter, Teacher Specialist-Ms. Allen, Media Specialist-Mr. Reynolds and Math Teacher/s Action Steps: Plan for assessments using On-Track, incorporating the usage of iReady and the creations of virtual exit tickets. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: iReady - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$6,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Teachers will effectively implement mini-lessons and small group instruction Strategy's Expected Result/Impact: There will be a increase in the number of Tier 1 and Tier 2 students and a decrease in Tier 3 students as a result of instruction and that is target and strategic Staff Responsible for Monitoring: IB Coordinator-Ms. Porter, Teacher Specialist-Ms. Allen, Math Teacher/s, Principal Action Steps: Analyze data to form small groups, progress monitor, provide ample opportunity for guided and independent practice. Incorporation of manipulatives and models to introduce concepts. Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div> | | | | |

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 2: The percentage of students at the Masters Level for the 2022-2023 Math STAAR in grades 3-5 will increase by 10%.

Strategic Priorities:

Expanding Educational Opportunities

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

Goal 1: School Progress: The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: .The percentage of students in grades 3 at Masters level on STAAR Math will increase from 11% in spring of 2022 to 20% in spring of 2023.

Evaluation Data Sources: Evaluation by rubrics, student products on wonder wall, exit tickets and trans disciplinary wall

| Strategy 1 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 1: 100% of teachers will focus on increased rigor by deepening their content knowledge Strategy's Expected Result/Impact: Students in grades PK-5 will develop higher level thinking skills and have an increased ability to transfer knowledge across content. Staff Responsible for Monitoring: Teacher Specialist-Ms. Allen, IB-Coordinator- Ms. Porter, all faculty, staff and Principal Action Steps: Weekly grade-level and departmentalized planning session with support from team leads and teacher specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 2: Teachers will implement data responsive instructional practices Strategy's Expected Result/Impact: Effective use of instructional time will lead to more opportunities for acceleration or remediation of content for students as needed Staff Responsible for Monitoring: Campus Leadership Team Action Steps: Consistently utilize campus protocol for analysis of data and creation of action plans Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Teacher will use a variety of teaching modalities during whole group and small group instruction Strategy's Expected Result/Impact: Each learner style will be addressed and this will maximize engagement and increased levels of mastery across student tiers Staff Responsible for Monitoring: Team Leads and all member of Leadership Team Action Steps: Review instructional strategies playlist found on Lead4ward, when differentiating include the process and the product Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | Formative | | | Summative |
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Measurable Objective 2: The percentage of students in grades 4 at Masters level on STAAR Math will increase from 15% in spring of 2022 to 20% in spring of 2023.

Evaluation Data Sources: Student products displayed on Trans-disciplinary wall, exit tickets, student learning portfolios , interactive journals/notebooks and anchor charts

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Focus on 5 parts of the curriculum which are concepts, knowledge, skills, attitudes and actions. Strategy's Expected Result/Impact: As a result of the philosophy of Primary Years Programme being applied students will be inquirers, thinkers, communicators, risk takers, knowledgeable, principled, caring, open-minded, well balanced and reflective. They will embody the PYP principles. Staff Responsible for Monitoring: All members of the faculty and staff Action Steps: IB Coordinator will conduct monthly meetings to review themes and units Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Invite students to explore current events and their connection to themes being studied Strategy's Expected Result/Impact: Students will develop a boarder sense of their connection to the local community and the world at large. Staff Responsible for Monitoring: Ancillary Team, Homeroom Teachers, Leadership Team, and Care Team. Action Steps: Plan for structured student discourse and provide opportunities for research on individual topics of interest Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Strike a balance between rigor, relevance, and student interest when preparing content for lessons. Strategy's Expected Result/Impact: Increased student engagement will lead to higher percentages of contention retention, application and mastery. | Formative | | | Summative |
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Staff Responsible for Monitoring: All teaching staff and Instructional Leaders

Action Steps: Conduct informal interest inventory of students, identify and incorporate grade level material that is current, collaborate with other educators, seek expertise of content coaches and district teacher specialist for innovative ways to develop and deliver lessons.

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

Measurable Objective 3: The percentages of students at Masters level on grade 3 and 4 STAAR Math will increase from 13% on STAAR Math in spring of 2022 to 17% by December 2022 as measured by a campus-created math assessment.

Evaluation Data Sources: Campus created math assessment.

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 2: By the end of the 2022-2023 school year 65% of 5th graders will be at the Approaches level on the STAAR Reading and Math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Strategic Priorities:

Expanding Educational Opportunities

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

Goal 1: The percentage of students receiving special education services reading at or above grade level as measured by the Masters Grade Level Standards on the STAAR Reading and STARR Alt II Reading 3-5 will increase 5 percentage points from 8% in spring 2019 to 13% in Spring 2023.





Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students with disabilities will be at 25% who score "meets" level on district reading assessment by December 2022.

Evaluation Data Sources: District level assessment and accompanying scores





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Inclusion teacher will be given STAAR scores from previous year Strategy's Expected Result/Impact: Inclusion teacher and homeroom teacher will both have a shared knowledge of student performance which will support collaboration Staff Responsible for Monitoring: Teacher Specialist and Sped Chair Action Steps: When expectations are not being met arrangements will be made for increased instructional support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Provided supplemental instruction/support and interventions for students receiving Special Education services Strategy's Expected Result/Impact: Improved performance of special education students on state assessments Staff Responsible for Monitoring: Teacher and all members of Instructional Leadership Team Action Steps: adherence to IEP goals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Collaborative planning between General and Special Education Teacher based on grade level Strategy's Expected Result/Impact: Increased opportunity for students to be exposed to grade level content while learning is supported by appropriate modification and accommodations Staff Responsible for Monitoring: Inclusion Teacher, General Education Teacher, All members of Instructional Leadership Team Action Steps: Weekly planning sessions and frequent monitoring of student progress towards goals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | | Summative |
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Measurable Objective 2: The percentage of students with disabilities will be at 25% who score "meets" level on district math assessment by December 2022.

Evaluation Data Sources: District level assessment and accompanying scores

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Inclusion teacher will be given STAAR scores from previous year Strategy's Expected Result/Impact: Inclusion teacher and homeroom teacher will both have a shared knowledge of student performance which will support effective collaboration to increase student performance Staff Responsible for Monitoring: Teacher Specialist and other Instructional Team Leads Action Steps: When expectations are not being met arrangements will be made for increased instructional support Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Provided supplemental instruction/support and interventions for students receiving Special Education services Strategy's Expected Result/Impact: Improved performance of special education students on state assessments Staff Responsible for Monitoring: Teacher Specialist and Special Education Department Chair Action Steps: When expectations are not being met arrangements will be made for increased instructional support Title I: 2.4, 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Collaborative planning between General and Special Education Teacher based on grade level Strategy's Expected Result/Impact: Increased opportunity for students to be exposed to grade level content while learning is supported by appropriate modification and accommodations Staff Responsible for Monitoring: Inclusion Teacher, General Education Teacher, All members of Instructional Leadership Team Action Steps: Weekly planning sessions and frequent monitoring of student progress towards goals, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: To maintain a campus attendance rate of 95% or higher

Strategic Priorities:





Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of students who meet attendance goals will be recognized

Evaluation Data Sources: Daily attendance reports and teacher call logs

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Attendance will be taken daily with competitions across grade levels Strategy's Expected Result/Impact: Teachers and students will become competitive and attendance percentages will improve Staff Responsible for Monitoring: All teachers, attendance clerk, Wrap Around Specialist, School Counselor and Campus Leadership Team Action Steps: Teachers are reminded by a bell each day to take attendance and calls are placed to classroom if count is not submitted or submitted late Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Weekly class recognition and prizes as an incentive Strategy's Expected Result/Impact: Increase average daily attendance by 3% Staff Responsible for Monitoring: All teachers, attendance clerk, Wrap Around Specialist, School Counselor and Campus Leadership Team Action Steps: Teachers are reminded by a bell each day to take attendance and calls are placed to classroom if count is not submitted or submitted late . Attendance Team distributes prizes at the end of every 9 weeks. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 3: Advertisement of special events connected to school attendance Strategy's Expected Result/Impact: Increase student desire to be present at school each day Staff Responsible for Monitoring: Wrap Around Specialist, Counselor, Media Specialist, Teacher Specialist Action Steps: Creation of criteria for participation, review of reports to identify those eligible to attend and planning for event logistics Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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Measurable Objective 2: To increase the attendance of students who are chronically absent or tardy to school by 3%

Evaluation Data Sources: Daily attendance reports , teacher call logs, notes from parents, campus late arrival form, Wrap Around Specialist response to SAF (Student Assistance Forms) and notes generated after home visit.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Conduct home visits to verify proof or residency Strategy's Expected Result/Impact: To discover root cause of excessive absences and to offer support for the family there is a barrier or obstacle that we can assist with Staff Responsible for Monitoring: Principal, Teachers, Wrap Around Specialist, Counselor and Teacher Specialist Action Steps: Teachers calls home after student has been absent 3 days, if unable to make contact with the family this is reported to Principal and Care Team for next steps. Title I: 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Implementation of Late Arrival Notice Strategy's Expected Result/Impact: To reduce the instances of students coming to school late and missing instruction Staff Responsible for Monitoring: Teachers and attendance clerks Action Steps: When parents drops student off late they are required to complete a form and given an opportunity to provide explanation. Late arrival policy published on school website under parent section and introduced during Meet The Teacher. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Implementation of Principal Meeting Strategy's Expected Result/Impact: To open lines of communication with families and explain how poor attendance hinders learning. Staff Responsible for Monitoring: Principal, Attendance Clerk, Wrap Around Specialist, Teachers, Counselor, Teacher Specialist Action Steps: Review late arrival notices for trends, immediately conference with families after they exceeded the number of instances outlined in document, listen for opportunities to provide support in addressing barriers to optimal attendance Title I: 2.5 | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals





Goal 2: Discipline

Measurable Objective 1: Teachers will adhere to The Foster Way of Care to drive leadership skills in students when discipline infractions occur 100% of the time.

Evaluation Data Sources: One Note (behavior interventions), parent call logs, behavior intervention plans, counseling support in the classroom and pullouts, student handbook, and faculty handbook





HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Counseling with the care team by providing behavior intervention strategies to teachers and doing on the spot behavior intervention for students. Strategies will include reflection sheets for students, behavior intervention plans and assigned lunch detention. Strategy's Expected Result/Impact: Use of the following measures to track behavior and intervene quickly will reduce negative behaviors and provide acceptable outlets for feelings. This will increase productive learning time on task. Staff Responsible for Monitoring: All teachers, school counselor, administrators, and discipline clerk. Clerk will monitor out of school suspensions on a weekly basis. Action Steps: Counselor and 504 coordinator will participate in trainings with SEL department. Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create a check in system that is used for students who display chronic behaviors. Strategy's Expected Result/Impact: Students will make it a goal to start each day with a personal connection Staff Responsible for Monitoring: Principal, Campus Wrap Around Specialist, Counselor, Teacher Action Steps: Have students listed for RTI behavior have a tracker and have a check in and out system for students Title I: 2.5 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 3: Have students sign a contract of agreements that help them understand what aids in them being well rounded scholars. Strategy's Expected Result/Impact: Students are expected to capitalize on the IB attributes as they learn to become global citizens Staff Responsible for Monitoring: Admin, teachers, staff, counselors, Wraparound Specialist Action Steps: Have attributes displayed in the classroom and around the school, have teachers trained on how to incorporate IB into lessons, and use the terminology throughout the campus. Title I: 2.5 - TEA Priorities: Improve low-performing schools | | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals**Goal 3:** VIOLENCE PREVENTION**Measurable Objective 1:** To increase the opportunities for students to communicate their feelings around bullying in order to prevent future incidents.**Evaluation Data Sources:** Student referrals, discipline report, counseling referrals

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 1: Mindfulness, Restorative Circles, Class Agreements Strategy's Expected Result/Impact: Prevent negative behavior before it occurs Staff Responsible for Monitoring: Teachers, Counselor, Principal Action Steps: Participation in Crime Stoppers-Bully Prevention presentations and character education activities (Cyberbullying, Be Nice Program, Character Counts) Title I: 2.4, 2.5, 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Implement monthly lessons through SEL ancillary, focused on student empowerment/bully prevention Strategy's Expected Result/Impact: Incidents of bullying will be eliminated by providing students with skills to take action or know what to do when they are being bullied or witness other students engaged in acts of bullying. Staff Responsible for Monitoring: Counselor, Wrap Around Specialist, Classroom Teachers, Principal, Safety Committee Action Steps: Monthly SEL lesson developed focused on bully prevention using literary resources, Monitor SEL lesson plans for anti bully/SEL activities Title I: 2.5 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 3: Social Emotional strategies will be provided during morning activities and weekly meeting with the Counselor classes. Strategy's Expected Result/Impact: Office referrals concerning bullying issues will be zero. Staff Responsible for Monitoring: Principal, Campus Wrap Around Specialist, Counselor Action Steps: Provided SEL and relevant PD to campus faculty and staff, Incorporate SEL Practices to the classroom daily, and implement individual or group sessions for students with social/emotional/behavioral concerns, Title I: 2.5 - TEA Priorities: Improve low-performing schools | | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: 80% of all SPED students will show one year's growth in their reading level as measured by the EOR BRR

Evaluation Data Sources: IEP

STAAR Accommodated Assessment

District Assessments

Common Assessments

Math and Reading Screener

Imagine Literacy progress

STAAR Reading Assessment

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|------------------|------------|------------|------------------|
| Strategy 1: Students will receive interventions and accommodations tailored to their academic needs Strategy's Expected Result/Impact: Students will improve by at least 25% Staff Responsible for Monitoring: SPED Chairperson, teachers, IAT Liaison, Admin Action Steps: Provide students with effective first instructions, provide students with intervention, teach students how to use designated supports Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| Strategy 2: Following Tier 1/Tier 2 instruction from classroom teacher, as well as Tier 3 intervention utilizing researched based intervention tools, for the recommended time detailed by the intervention resource or student IEP. Other intervention tools may include Imagine Learning, Summit K-12, MyOn, and Istation. Strategy's Expected Result/Impact: Teachers will utilize data and IEP's effectively in order to grow students Staff Responsible for Monitoring: Classroom teacher, SPED Resource teacher, Dyslexia (Reading by design) interventionist, Hourly lecture, Principal Action Steps: Use district monitoring and early assessment tools to identify students at risk for dyslexia by 1st grade and provide differentiated instruction and intervention based on assessment data. Title I: 2.6 - TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| Strategy 3: Following Tier 1/Tier 2 instruction from classroom teacher, as well as Tier 3 intervention utilizing assigned researched based intervention tools as well as intervention detailed by the student IEP. Other intervention tools may include Imagine Math, IXL, K-12, MyOn, and iStation. Strategy's Expected Result/Impact: Teachers will utilize math data and IEP's effectively in order to grow students Staff Responsible for Monitoring: Classroom teacher, SPED Resource teacher, Dyslexia (Reading by Design), Principal Action Steps: The special education teachers will collaborate with general education teachers at least weekly to incorporate best practices for supporting diverse learners. Campus resource teacher will provide support for teacher and resource students as noted in ARD. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math | | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: Reading: Student reaching 10% improvement in understanding fiction text, SWBAT re-tell the story understanding the sequence of events, maintaining logical order and citing evidence from text.

Evaluation Data Sources: REN360, Imagine Math, DFA, Campus Based Reading Assessments, Interim Assessments

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: Following Tier 1/Tier 2 instruction from classroom teacher, as well as Tier 3 intervention utilizing researched-based intervention tools, for the recommended time detailed by the intervention resource or student IEP. Other intervention tools may include Imagine Learning, Summit K-12, MyOn, and I-station.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize data and IEP's effectively in order to grow students.</p> <p>Staff Responsible for Monitoring: Classroom teacher, SPED Resource teacher, Dyslexia (Reading by Design) interventionist, Hourly lecture, Principal.</p> <p>Action Steps: Use district monitoring and early assessment tools to identify students at risk for dyslexia by 1st grade and provide differentiated instruction and intervention based on assessment data.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p> | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Early intervention assessments and running records will be used to identify needs and create focus groups and proper supports to enhance students reading skills. Strategy's Expected Result/Impact: Foster services a diverse population of students with specialized needs. Improve practices to increase the amount of rigor and relevance students are exposed to in their various learning setting. Staff Responsible for Monitoring: Resource teacher, dyslexia interventionist, literacy lead teacher, all reading content teachers, Principal Action Steps: Students will be an active participant in tracking their data. We will work with the teachers to make sure they are tracking student data in a timely manner. Multiple teachers have been trained through region IV and/ or Neuhaus Education Center to support students with dyslexia and urgent intervention needs . A schedule of services to support students has been developed. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will engage in data driven instruction small group by 100% Strategy's Expected Result/Impact: Students will use designated supports and other resources relative to their needs Staff Responsible for Monitoring: SPED Chairperson, Teacher, IAT Liaison, Admin Action Steps: 1. Teachers will provide small group instruction to all student based on data needs 2. All teachers will provide explicit Tier 1 instruction to all students based on data 3. Academic Team/Admin will meet weekly, bi weekly and monthly to discuss students for IAT and making adjustments to interventions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals





Goal 6: Family and Community Engagement

Measurable Objective 1: Foster will grow it's Texas PTA organization by 8 additional parent members by December 2022.

Evaluation Data Sources: FACE Report and PTA Log, Title One Binder with Agendas and Sign In Sheets

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Effectively collaborate with FACE Specialist and promote participation and PTA. Strategy's Expected Result/Impact: Increase parent and community involvement in alignment with the district's goal of expanding educational opportunities for school partnerships with parents. Staff Responsible for Monitoring: Parent and Community Liaison/Title I Coordinator, and FACE district specialist assigned to campus. Action Steps: Foster will host at least 4 family events to encourage continued family and community engagement. Title I: 2.6, 4.1, 4.2 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: The school will work closely with the Parent Teacher Organization to increase Teacher/Parent support to provide information and communication between teachers and home Strategy's Expected Result/Impact: Communication between home and school will support student academic success by providing parents with information and materials to support student academics. Staff Responsible for Monitoring: Counselor, Title I Coordinator, FAC liaison and Wrap Around Specialist Action Steps: 1. Campus Leadership will have regular communication with the PTA/PTO Board to discuss how the school and PTO/PTA can support one another 2. Our Campus Wrap Around Specialist will work to communicate between the school and PTO 3. A campus committee for parental involvement will develop and implement an incentive plan for the homeroom with the highest percentage of families in attendance at monthly PTO/PTA Meetings 4. The school will acquire a teacher representative to volunteer to attend a PTO/PTA monthly meeting. Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
|---|--|---|-----|-----|-----------|
| Strategy 3: The school will provide PTO with a work room which parents are able to come voice their concern to the parent liaison weekly. Strategy's Expected Result/Impact: There will be positive communication between the school and the parents Staff Responsible for Monitoring: Counselor, Title I Coordinator, Wrap Around Specialist Action Steps: 1. Have a PTO office 2. Determine what days the office will be open for the parent liaison Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools | | Formative | | | Summative |
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Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, &5)

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by school nurse

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Nurse will schedule alternative make up days to capture 100% of student population in targeted grade levels. Strategy's Expected Result/Impact: Students who are chronically late or absent will still be among those who are administered vision screening as a result of alternate make-up dates and times proactively built into nurses schedule Staff Responsible for Monitoring: School Nurse Action Steps: Nurse will have designated hours where clinic is closed to administer screenings and work with Wrap Around Specialist to secure immunization records. Title I: 2.6 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Ensure mandated immunization compliance Strategy's Expected Result/Impact: Protection of students from deadly diseases, such as polio, tetanus, and diphtheria, and to also keep other students safe by eliminating or greatly decreasing dangerous diseases that used to spread from child to child. Staff Responsible for Monitoring: Nurse, Admin, Nurse Liaison Action Steps: Nurse and designated Nurse Liaison will go to proper training to ensure that they are knowledgeable in inputting student immunization records and communicating to parents what records are missing and or needed for students to be up to date with shots. Title I: 2.6 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Meet daily needs of students including medication administration, first aid and emergent situations Strategy's Expected Result/Impact: Conditions such as asthma, diabetes, epilepsy, food allergies, obesity, and mental health issues can hinder academic achievement if not given proper attention. We can assist in managing these conditions by administering medications and treatments during the school day. Staff Responsible for Monitoring: Nurse, Nurse Liaison Action Steps: Due to the variety of medications and treatments administered our school nurse and nurse liaison will be trained to administer medications, monitor adherence to medication regimens, and provide recommendations to protect the health and safety of students. Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Board Goal 5: N/A - Additional Campus Goals**Goal 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: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Evaluation Data Sources: Health Screeners, PE Exit Tickets, Nutrition Logs

HB3 Board Goal

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Ensuring student health and well being is a priority. Strategy's Expected Result/Impact: A healthier student population. Staff Responsible for Monitoring: Nurse, Staff, and cafeteria workers Action Steps: Ensuring a balanced nutrition. Title I: 2.6 - TEA Priorities: Improve low-performing schools | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Create a school/community environment that allows youth to reach their greatest potential by establishing strong partnerships among youth, families, schools, local government, faith-based organizations, businesses, local health agencies, and others. Strategy's Expected Result/Impact: A way to reinforce healthy behaviors and empower students with the knowledge, skills, and judgment to help them make smart choices in life. Children that are healthy are more likely to perform better in school than children that are not healthy Staff Responsible for Monitoring: Nurse, Counselor, Cafeteria Staff, Wrap Around Specialist, Nurse Liaison, Teachers, and Staff Action Steps: Create ways to promote collaboration among school staff, families, youth, and communities working together to address and reinforce healthy behaviors. Title I: 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Ensure that physical education program provide fitness activities and sports that all students, including students with special needs, can enjoy through learning experiences Strategy's Expected Result/Impact: Quality physical education promotes, through a variety of planned individual and cooperative physical activities and fitness assessments, each student's optimum physical, mental, emotional and social development; Staff Responsible for Monitoring: Physical Ed Teacher, Secretary (in charge of purchasing supplies), Principal Action Steps: Physical Ed teacher will attend K-5th trainings throughout the school year to ensure plans and activities promotes diverse fitness Title I: 2.6 | 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)

Targeted Support Measurable Objectives

| Board Goal | Goal | Measurable Objective | Strategy | Description |
|------------|------|----------------------|----------|---|
| 2 | 1 | 1 | 1 | 3rd grade students will use Imagine Math at least 15 minutes daily as part of a work station rotation |
| 5 | 4 | 1 | 1 | Students will receive interventions and accommodations tailored to their academic needs |

Additional Targeted Support Measurable Objectives

| Board Goal | Goal | Measurable Objective | Strategy | Description |
|------------|------|----------------------|----------|---|
| 5 | 4 | 1 | 1 | Students will receive interventions and accommodations tailored to their academic needs |

State Compensatory

Budget for 154 Foster Elementary School

Total SCE Funds: \$9,000.00

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

The purpose is to increase the academic achievement by purchasing additional resources geared towards at risk students to close the achievement gap in elementary school and increase the graduation rate. Resources: Handwriting without Tears I-Ready Measuring Up Coach Kamico

Personnel for 154 Foster Elementary School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|------------------|-------------------|------------|
| Khadija Muhammad | 3rd Grade Teacher | 0.5 |

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the school decision making committee. The campus must increase test performance on the reading and math STAAR. Position funding for an intervention teacher and tutors will be required out of Title I funds.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Weekly instructional PLC meetings, Teachers goal set and track student data bi-weekly based on specific targeted TEKS and calibrated leadership walks bi-weekly.

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

The SIP is available to parents in the following locations:

M.E. Foster school website

The SIP will be made available to parents by:

September 30 , 2022

We provide the SIP to parents in the following languages:

- English

- Spanish

2.4: Opportunities for all children to meet State standards

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

The school developed strategies aligned to evidence based research to increase achievement for each sub group on the state assessment. Foster ES will focus on four campus specific school wide reform strategies that will provide opportunities for students in grades 3-5 to meet advanced and proficient levels of student achievement.

1. We refined the school wide approach to readers writers workshop.
2. Continue to develop an inquiry based learning program through IB planning and training.
3. Build students self awareness and leadership capacity through engagement of the learner profile attributes as practiced in the PYP program.
4. Continue individual and group data conferences with teachers and students following all common assessments.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Students collectively execute routines and procedures in an efficient and orderly manner. Students engage in productive learning activities from the start of class to the end of the school day. There is little time lost on transitions and non instructional events.

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

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

- Building teacher capacity in their content areas and instructional areas: A 100% of teachers will receive training on alignment, pacing, and delivery of effective reading and math lessons through Professional Learning Communities.
- Proficient Tier 1 explicit instruction taking place in all content areas: A 100% of teachers will receive coaching through observations and feedback in the district appraisal system.
- Bi-weekly AT BATs: A 100% of reading teachers will receive AT BATs meetings within the PLC on how to track and conduct data talk and analysis.
- Small Group Instruction based on student data needs: A 100% of teachers will utilize and analyze data to plan and implement guided reading instruction. Teachers will utilize Running Records to monitor progress.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

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

- Parent - Tayion Taylor, Jalessa Berry, Karolina Aceveob, Lakeisha Cecil
- Teachers - Helena Brisco, Kalecia Polk, Verlicia Wiltz, Khadija Muhammad
- Teacher Specialist - D'Arnisha Allen

- SPED Teacher- Linda Ware
- Principal- Angela Stephens
- Teacher Specialist - Shakera Porter

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Social Media campaigns to increase awareness of events on campus
- Host multiple parent curriculum nights
- Host informal separate events with mothers and fathers to collaborate with the principal
- Recruit and encourage the establishment of an effective PTA

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see TitleIcrate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 28, 2022 7:30 a.m.
- Meeting #1 Alternate - September 28, 2022 3:00 p.m.
- Meeting #2 - October 26, 2022 7:30 a.m.
- Meeting #2 Alternate - October 26, 2022 3:00 p.m.
- Meeting #3 - November 30, 2022 7:30 a.m.
- Meeting #3 Alternate - November 30, 2022 3:00 p.m.
- Meeting #4 - December 21, 2022 7:30 a.m.
- Meeting #4 Alternate -December 21, 2022 3:00 p.m.

5. Targeted Assistance Schools Only

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

Please see TitleIcrate for the following documentation.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-------------|-----------------|-------------------|------------|
| Linda Ware | SPED Teacher | Title I Personnel | |

Campus Funding Summary

| 1991010001 - General Fund - Regular Program | | | | | | |
|---|------|----------------------|----------|------------------|-------------------------------|-------------|
| Board Goal | Goal | Measurable Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | 3 | iReady | 6300 - Supplies and Materials | \$6,000.00 |
| 2 | 1 | 2 | 2 | iReady | 6300 - Supplies and Materials | \$6,000.00 |
| Sub-Total | | | | | | \$12,000.00 |

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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

SIP APPROVAL 2022-2023

School Name and Campus #: Foster Elementary

School

Principal Name: Angela Stephens

School Office: EO3


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 _____ as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.


Principal

9/30/2022
Date

Signatures below indicate review and approval of this document.


PTO/PTA or other Parent Representative

9-30-22
Date


SDMC Teacher Representative

9-30-22
Date


School Support Officer/Lead Principal

9/30/22
Date


School Office Assistant Superintendent

9/30/22
Date

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

Date Service