

Houston Independent School District
257 Whidby Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

At Whidby Elementary, we are committed to delivering high-quality educational opportunities for our scholars in a safe and nurturing environment.

Vision

Cultivating learners to become leaders in the medical field or any desired career of their choice.

Value Statement

Keeping the pulse on learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Whidby Elementary is a school wide Title 1 school servicing Pre-Kindergarten through Fifth grade scholars. We have approximately 409 students for the 2022-2023 school year. We are a Health & Science Magnet School. Whidby Elementary is a Dual Language campus that serves students from PreK thru 5th grade. The school community is 69% African American, 21% percent Hispanic, 5% percent White, and 3% percent Asian/Pacific Islander. Our student population is diverse and includes: 91% economically disadvantaged; 13% English Learners (EL), 6% Special Education, 3% Gifted and Talented, 93% At Risk, with a 22% mobility rate.

Twenty-six percent of the school community is magnet and 74% percent of the school community represents the zoned population. The teaching staff is seventy-seven percent African American, twenty-two percent Hispanic and one percent White. All primary grade level classrooms are self-contained to protect the integrity of instruction in lower grades by ensuring a firm foundation through close-knit literacy communities. A majority of classes in the upper grades are departmentalized to build on educator strengths and meet the needs of all learners within their respective content areas. The current student/teacher ratio is 22:1.

Demographics Strengths

Whidby Elementary is a Title I campus that receives additional funding to provide enrichment opportunities for our scholars and additional teaching personnel to meet the needs of our scholars. We are a health and science magnet and a dual language campus that serves grades PreK-5th. We are a RISE cohort campus, in which we receive additional funding to provide an interventionist, parent liaison, wraparound specialist, school climate officer, and a community in school representative. We are also provided a campus instructional technologist under the RISE cohort as well.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: During the 2021-2022 school year, our student enrollment dropped from 449 during the 2020-2021 school year to 409 students. **Root Cause:** During the 2021-2022 school year, many of the students were inconsistent due to toggling between face to face instruction and TOL. Then once we came back face to face with no virtual learning, many of our students failed to return.

Student Learning

Student Learning Summary

While understanding the impact that the transition of online learning and face to face learning had on students, the primary goal is to ensure that 95% of students in grades 3rd-5th are back in school full time face to face and take the Math STAAR test. By the end of 2022-2023 In Math, we will increase the percentage on the STAAR Math Assessment in the Approaches level from 55% to 75% and the percentage of students of meeting the “Masters Level” will increase from 11% to 18% by the end of the 2022-2023 school year.

In Science we will increase from 43% to 60% in the Approaches level and from 7% to 17% in the Masters level. In reading, we will increase our Approaches level from 68% to 83%, with students meeting Masters level from 23% to 30%. We also want to ensure that at least 95% of our students in grades 3rd-5th take the 2023 Reading STAAR Assessment. By the end of 2022-2023, we will increase the percentage in Approaches, Meets, and Masters categories in grades 3rd-5th. We also ensure that there is a decrease in students that did not meet in 4th grade Math who are now in 5th grade from 45% to 25% or less. With this same group, we want to increase the number of students that Approaches, Meets and Masters. This will be done through TEA Interim assessments and campus based TEK aligned assessments based on classroom data from exit tickets and classroom assessments.

*Will add special pops after data!

Student Learning Strengths

This year, there was an increase in the number of students who met MASTERS level this year on the STAAR. Students went from 19% in 2021 to 23% in 2022 in Reading. There was also a significant number of students who met APPROACHES on the STAAR test this year.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: The percentage of students at the Approaches level on STAAR Math in grades 3-5 is below 60% **Root Cause:** Teachers are not proficient with instructional strategies that support student fluency with problem solving and the ability to track student data and ability to set and monitor achievement goals and need additional training in data tracking / alignment

Problem of Practice 2: The percentage of students in 5th Grade at the Master's/Meets level on STAAR Science is below 30% **Root Cause:** Teachers were not proficient with implementing multiple hands-on inquiry lessons that would support student learning. In addition, teachers in the primary grade level need additional training and support with providing students with consistent, effective, and data driven Science instruction in the primary grades

School Processes & Programs

School Processes & Programs Summary

We have programs at our campus that gives students the opportunities to meet challenging state and academic standards. These programs include but are not limited to: Corrective Reading for grades 3rd-5th. Reading Mastery for grades K-2, and guided reading for all grade levels through scholastic. In effort to streamline interventions in the Math classroom, the campus will utilize Focus Math Intervention in grades K-5 in addition to STEMscopes Math. We will also utilize STEMscopes science and Building Blocks of Science 3D to support intentional hands-on instruction in the Science classroom . Furthermore, we are implementing Really Great Reading to support Tier I instruction. Additionally, we have also been approved for the Afterschool 21st Century program that will also aide in academic tutorials and enrichment opportunities from various vendors. This year we , we will have Community in Schools support in addition to our campus Wraparound Specialist that will initiate efforts to ensure students are attending school by making contact with parents, conducting home visits, and serving as a liaison for the campus and the community.

On our campus, students will be equipped with one to one technology in the classroom promoting assessment transition to online administrations. In our newly renovated library/media class, students will be able to engage in multimedia presentations, coding, and additional online STEM resources.

School Processes & Programs Strengths

Our Corrective Reading and Reading Mastery programs have supported student success on the STAAR summative assessment. In addition, both reading programs has increased student participation in small group instruction as well in student reading fluency. Also, our after school program is still building student enrollment due to transportation concerns which impact student ability to participate in after school tutorials

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Our after-school tutorial enrollment continues to decrease although there is an after-school program on campus. **Root Cause:** Parents were not willing commit to weekly tutorials unless students were able to engage in the after school program. Challenges included transportation and care for the evening.

Problem of Practice 2: Parent engagement in after-school events/programs **Root Cause:** Parents are concerned with transportation for after - school events / programs

Perceptions

Perceptions Summary

As part of the School Improvement process, staff members were given multiple opportunities to share their opinions of the campus daily functions and communication between the campus and the community. As part of the results, our community stakeholders feel that our elementary buildings have been focused on student achievement and prioritizing safety.

Over 6% of our community stakeholder feel that our elementary schools do not have high academic expectations.

As a result, we will continue to encourage and promote community stakeholders to attend Open House, Coffee with the Principal, Homework/Curriculum support nights, and special campus events such as our Annual White Coat Ceremony where information regarding learning targets and expectations are available and explained in detail.

Campus wide survey disclosed that

90% of students agree that their school is focused on learning compared to last year's percentage of 85.82%. In addition, our campus student satisfaction increased by 3% increasing the percentage to 98% agreeing the campus is preparing them for future studies. In addition over 77% of students agreed they are treated with respect from at school. Over 76% of students agree that the campus gives the multiple opportunities to share their opinions and ideas.

Based on a survey administered to campus wide, 90% of students agree that their school is focused on learning compared to last year's percentage of 85.82%. In addition, our campus student satisfaction increased by 3% increasing the percentage to 98% agreeing the campus is preparing them for future studies. In addition over 77% of students agreed they are treated with respect from at school. Over 76% of students agree that the campus gives the multiple opportunities to share their opinions and ideas.

Based on parent survey data, over 90% of parents agreed that their child understand campus expectations. In addition, over 85% of parents agreed the school continues to remain focused on student learning and student achievement celebrations. 84.8% of parents shared that student were aware of how to obtain assistance with classroom and homework.

In effort to address student satisfaction in the lowest area, we will explore additional campus wide opportunities in which students can share their ideas as it relates to campus functions. In addition, we will continue to encourage parent participation in monthly meetings as well as campus extracurricular events through multiple modalities (campus website, Class Dojo, Twitter, Facebook, etc.)

Perceptions Strengths

Our strength is that we are focused on increasing student engagement through technology and structured peer to peer academic conversations. This will not only facilitate conversations but prepare students for advanced technology integration (assessments, projects, and assignments). Demographic, process and perception data all impact student achievement differently. It is important that we prepare staff for demographic changes that may impact students in their classrooms.

For example, as most of our students qualified for free or reduced lunch or had language barriers, we had to be sensitive on how to use this knowledge to increase student engagement with students and their families. The process data represents our self-assessment in many areas of learning including: curriculum, instruction, culture, and assessment. This self-assessment is an opportunity to make some decisions about where we believe we may focus in order to increase student achievement. For example, this data allowed us to reflect on the communication for our non English speaking families. In addition, this also identified the need to incorporate sheltered instructional strategies to support the linguistic needs of our EB students. Perception data allows us to check with our stakeholders to measure perceptions of the learning. This data can be used to make informed decisions about students and the learning environment. Perception data may also be helpful to identify program effectiveness

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: We are continuing to lack in community involvement which impacts the school access to additional resources that could promote the campus and the additional programs that are available **Root Cause:** Due to the impact of COVID community partners have not been able to contribute due to financial constraints. Other businesses have moved from the area.

Problem of Practice 2: Effective communication between the campus and staff as it relates to students academic progress and campus wide activities. **Root Cause:** Communication that does not often occurs in a timely manner as it relates to student concerns and campus activities. In addition, providing translation services for our non native English speaking families.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Board Goals

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

Goal 1: ELAR: In 2022-2023, Whidby's overall reading STAAR performance will increase from 68% to 78% in the approaches level. In the Meets we will increase from 39% to 45%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Teachers in grades 3-5 will improve practices on small group instruction.

Evaluation Data Sources: Running Records

Campus Formative Assessments

Exit Tickets

CFU

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers in grades 3-5 will utilize guided reading in their small group instruction to increase in student reading levels. Strategy's Expected Result/Impact: This strategy will help to move students at least 1-2 reading levels on or		Formative			Summative
		Nov	Jan	Mar	June

above the expected reading level for the grade level. This in turn will increase our Student Achievement in Domain I

Staff Responsible for Monitoring: Jackie Wilmore-Teacher Specialist
Mimi Lam-Principal

Action Steps: Teachers will keep a small group and guided reading binder that will hold all student data. Teachers will keep this data updated for weekly checks by the Teacher Specialist. Teachers will also participate in At Bats and observing guided reading lessons. Continuous observation and coaching feedback will be provided surrounding the small group instruction.

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- Targeted Support Strategy - Additional Targeted Support Strategy



No Progress



Accomplished



Continue/Modify



Discontinue





Measurable Objective 2: 100% of all teachers will promote collaborative student-led discussions using pre-planned, leveled questioning aligned to the content objective by embedding designated supports and providing appropriate accommodations.

Evaluation Data Sources: At-Bats

Lesson Plans





Observation, Coaching and feedback in T-TESS

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Trainings will be provided for teachers in grades 3-5 with utilizing Lead4ward field guides for leveled questions, DDIS trainings with usage around data trackers, and be provided support by Curriculum Implementation Coaches (CIC) on trainings to help teachers plan for questioning that aligns to the objective</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Domain I with strong, tier I instruction.</p> <p>Staff Responsible for Monitoring: Teacher Specialist DDIS CIC Principal Classroom Teachers</p> <p>Action Steps: Teachers will track their data using Exit Ticket trackers for daily use and ELA TEK trackers for use after each common assessment. These trackers will be created by the teacher specialist and DDIS. Teachers will participate in grade level data digs that will identify student magic numbers in grades 3-5 from previous STAAR or assessment data. Teachers will participate in content area data digs from the campus and district assessments. Teachers will also have Lead4ward trainings and PLCs that target student questioning and effective student discourse.</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Reading Materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Measurable Objective 3: 100% of students who receive IAT services in grades 3-5 will receive push-in support by a reading interventionist or hired tutors that are certified to teach at least twice a week.

Evaluation Data Sources: Common Assessments
Documentation of Intervention sheets
Exit Ticket Trackers

Strategy 1 Details	Reviews			
<p>Strategy 1: Identifying students from IAT meetings that are in need of more support. Teachers will meet with IAT Chairperson every 3 weeks to Tier students and see if students are growing or regressing.</p> <p>Staff Responsible for Monitoring: Teacher Specialist- Jackie Wilmore Principal- Mimi Lam IAT Chairperson- E'Real Wooten</p> <p>Action Steps: Teachers will identify students that are in need of more support. Teachers will meet with IAT Chairperson every 3 weeks to determine the Tiers of the students and also to identify if students are growing or regressing. Based on this list, the interventionist will pull Tier 2 and Tier 3 students twice a week and the classroom teacher will also pull Tiered groups.</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Hired Tutors and Reading Materials - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - \$6,000</p>	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 1: MATH: In 2022-2023, Whidby's overall Math STAAR performance will increase from 55% to 70% in the approaches level. In the Meets we will increase from 27% to 40%.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 100% of teachers in grade K-5 will receive training in the new Eureka Math curriculum that includes a fluency component. As a result, the campus will have a consistent fluency program model which will support student ability to problem solve. Teachers will implement the math program for Tier 1 instruction. During the intervention/Guided Math block, teachers will implement the Focus Math intervention kits. Teachers will have groups based on tiers. Teachers in grades 3-5 will continue to receive small group instruction and planning to identify students instructional deficits.

Evaluation Data Sources: Campus formative assessment

Eureka embedded check for understanding





R360

TEA Interim Assessment

Focus Math Intervention Progress Monitoring

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided support with the internalization of lesson planning for Eureka.</p> <p>Strategy's Expected Result/Impact: This will support effective implementation of Eureka and problem solving strategies through all grade levels that will result in the increase of the percentage passing in Math for Domain I Student Achievement in grades 3-5</p> <p>Staff Responsible for Monitoring: Angelica Bentley - Math Instructional Specialist / Magnet Coordinator Mimi Lam - Principal DDIS CIC</p> <p>Action Steps: Teachers will be coached by the Math Lead and CIC for all components of Eureka Math and be provided coaching and feedback of their lessons.</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Teachers will utilize ZEARN to use as a part of interventions with Eureka Math. Strategy's Expected Result/Impact: Tier 2 and 3 students will improve in Domain I Student Achievement with the use of interventions through ZEARN usage. Staff Responsible for Monitoring: Angelica Bentley - Math Instructional Specialist / Magnet Coordinator Mimi Lam - Principal DDIS CIC Action Steps: Teachers will be coached by the Math Lead and CIC for all components of ZEARN Math and be provided support if needed.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Measurable Objective 2: 100% of all teachers will promote collaborative student-led discussions using pre-planned, leveled questioning aligned to the content objective by embedding designated supports and providing appropriate accommodations.

Evaluation Data Sources: R360

Progress Monitoring Notes





Small group binder

Teacher anecdotal notes

Teacher Data Trackers

T-Tess Observations/Walk throughs

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Trainings will be provided for teachers in grades 3-5 with utilizing Lead4ward field guides for leveled questions, DDIS trainings with usage around data trackers, and be provided support by Curriculum Implementation Coaches (CIC) on trainings to help teachers plan for questioning that aligns to the objective</p> <p>Strategy's Expected Result/Impact: Increase student achievement in Domain I with strong, tier I instruction.</p> <p>Staff Responsible for Monitoring: Angelica Bentley - Math Instructional Specialist / Magnet Coordinator Mimi Lam - Principal DDIS CIC</p> <p>Action Steps: Teachers will track their data using Exit Ticket trackers for daily use and TEK trackers for use after each common assessment. These trackers will be created by the math lead specialist and DDIS. Teachers will participate in grade level data digs that will identify student magic numbers in grades 3-5 from previous STAAR or assessment data. Teachers will participate in content area data digs from the campus and district assessments. Teachers will also have Lead4ward trainings and PLCs that target student questioning and effective student discourse.</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

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: SPED: In 2022-2023, Whidby' s SPED students in 3-5 overall reading STAAR performance will increase from 22% to 40% in the approaches level. In the Meets, we will increase from 5% to 15%

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of all teachers will promote collaborative student-led discussions using pre-planned, leveled questioning aligned to the content objective by embedding designated supports and providing appropriate accommodations.





Evaluation Data Sources: IAT/RTI data/documentation

Student IEPs

504 Service Plan

ARD meetings minutes

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: We will train teachers and build capacity on embedding rigorous questioning from Lead4ward field guides. Strategy's Expected Result/Impact: To increase student achievement results on local and state assessments. Staff Responsible for Monitoring: SpEd chairperson classroom teacher All administrators IAT Liaison 504 Coordinator Action Steps: Teachers will be trained by the IAT/RTI liaison on student documentation, approved and appropriate designated supports, student's appropriate accommodations, and be provided the students' IEPs. Teachers will be trained on Lead4ward field guides. Teachers will receive a roster of all SPED/504/ EB students with their respective accommodations /modifications as it relates to their IEP/Service plan / Instructional Accommodation plans (EB students). Special Education teachers will attend weekly PLC to review the progress of accommodations/modifications in the classroom. Teachers will provide exemplar(s) of classwork to support independent practice for Students with Needs (SPED/504). SPED teachers will collaborate with General Ed. teachers on student progress. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: In Domain 3, Focus 3, ELP Component, we will increase from 64% to 80% for the 2022-2023 school year in TELPAS.

Evaluation Data Sources: TELPAS

ELD (testing)
Interim Assessment
HFWE
Running Records
Formative Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track EB students linguistic progress /linguistic accommodations Strategy's Expected Result/Impact: EL students' scores will increase and they will show one year's growth. Staff Responsible for Monitoring: Principal Mimi Lam LPAC Chairperson Angelica Bentley General Ed teacher DDIS Action Steps: Students will be assigned "Language Levels" based on Telpas data. Teachers will be expected to Running Record Data, HFWE, and ELD. Teachers will meet bi weekly for grade level PLC meetings. Teachers will track student data with assistance from the campus DDI to track student progress TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress  100% Accomplished </div> <div>  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: We will increase our attendance from 88.5% from the 2021-2022 school year to 95% for the 2022-2023 school year.





Strategic Priorities:

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

Measurable Objective 1: We will increase our monthly ADA rate by 7%.

Evaluation Data Sources: Attendance Report





HISD Connect: PowerSchools system

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: We will keep a daily attendance log where our attendance team will reach out to parents who do not have their children in school by 8:30am so that we can get them to school by the ADA time. We will also create attendance incentives that will motivate students to come to school.</p> <p>Strategy's Expected Result/Impact: Timeline: September 2022-May 2023. Attendance rates will increase due to parent awareness and also student incentives that can ensure that students are at school daily and are on time.</p> <p>Staff Responsible for Monitoring: Registrar- Djuwana Wesley Wraparound Specialist Counselor-E'Real Wooten Principal-Mimi Lam</p> <p>Action Steps: Daily Attendance Tracker Log will be updated and maintained to track parent communication and attendance status. Attendance boards for each grade level separated by teacher that will track daily attendance and teachers will report weekly total for class incentives.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Attendance Incentives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$3,000</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Measurable Objective 2: We will increase teacher class ADA rate by 6% monthly.





Evaluation Data Sources: Attendance Report

HISD Connect: PowerSchool System

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete their attendance form by 8:30am daily and notify the attendance team of who has not shown up to school yet. From these forms, phone calls will be made. Strategy's Expected Result/Impact: Increase student attendance. Timeline: September 2022-May 2023 Staff Responsible for Monitoring: Registrar- Djyuana Wesley Clerk: Perla Sanchez Wraparound Specialist Counselor-E'Real Wooten Principal-Mimi Lam Action Steps: Teacher documentation slips of No Show for students who are absent and/or late. Also, providing parent engagement education workshops on the importance of student achievement. - TEA Priorities: Improve low-performing schools - Targeted Support Strategy Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: We will increase the school's overall ADA to 95% for the 2022-2023 school year.

Evaluation Data Sources: Attendance Report
HISD PowerSchool System





Strategy 1 Details	Reviews			
<p>Strategy 1: We will make home visits for students who have been absent for a consecutive 3 or more days to find out their status and well-being.</p> <p>Strategy's Expected Result/Impact: Timeline: September 2022-May 2023</p> <p>Staff Responsible for Monitoring: Registrar- Djyuana Wesley Wraparound Specialist Counselor-E'Real Wooten Principal- Mimi Lam</p> <p>Action Steps: Our Wraparound Specialist and our campus Counselor will do home visits and document the status of the student and parent.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE





Measurable Objective 1: For the 2022-2023 school year will reduce the number of student behavior referrals by 25%.

Evaluation Data Sources: HISD Connect: PowerSchools System
Student Referral Forms

Strategy 1 Details		Reviews			
Strategy 1: Campus wide positive behavior management system. Implement Parent and student engagement nights; Restorative Circles; SEL Classes; Parent & Teacher/Admin. Conference; Bullying and prevention method (classes/ one on one sessions) Tiered behavior systems Strategy's Expected Result/Impact: Tiered behavior systems and positive behavior intervention strategies will support disruptive behavior thus resulting in the decrease on student referrals by 25% Staff Responsible for Monitoring: Principal Mimi Lam, Magnet Coordinator Angelica Bentley Teacher Specialist Jackie Wilmore Counselor E'real Wooten WrapAround Specialist Gloria Crandall Registrar-Djyuana Wesley All Teachers Action Steps: Campus wide behavior system will be introduced by the PBIS team. Teachers = will be held accountable for following tiered behavior and actions. All supports and interventions of for students who have referrals will be documented.		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					





Measurable Objective 2: For the 2022-2023 school year we will reduce the number of ISS referrals by 50%

Evaluation Data Sources: HISD Discipline Referral
Campus Tiered Behavior Tracker
Powerschools Discipline Report

Strategy 1 Details	Reviews			
<p>Strategy 1: ISS referrals and assignments will be decreased by 50%</p> <p>Strategy's Expected Result/Impact: 100% of teaches will implement the campus wide Tiered Behavior System in addition to PBIS strategies to offer alternatives to off task behavior thus resulting in suspension as the final option once all other strategies have been exhausted.</p> <p>Staff Responsible for Monitoring: Principal Mimi Lam, Magnet Coordinator Angelica Bentley Teacher Specialist Jackie Wilmore Counselor E'real Wooten All Teachers</p> <p>Action Steps: The campus will implement system-wide CHAMPS management system to streamline classroom expectations across the campus. In addition, teachers will implement and utilize CLASSDOJO to monitor and reinforce student positive behaviors. The campus will celebrate Scholars of the Month each month as well. There will be a positive behavior reward system in each classroom for student that engage in the campus values throughout the instructional day.</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Measurable Objective 3: 100% of teachers will facilitate restorative circles every week.

Evaluation Data Sources: Principal Mimi Lam,
Magnet Coordinator Angelica Bentley
Teacher Specialist Jackie Wilmore
Counselor E'real Wooten
All Teachers

Strategy 1 Details	Reviews			
<p>Strategy 1: Restorative Circles will be implemented every Monday at 7:45 a.m.</p> <p>Strategy's Expected Result/Impact: Restorative Circles will assist with student problem solving and an opportunity to address any concerns/problems that may potentially arise throughout the instructional day.</p> <p>Staff Responsible for Monitoring: E'real Wooten (Counselor) Mimi Lam (Principal) Angelica Bentley (Magnet Coordinator) Jackie Wilmore (Teacher Specialist) Wraparound Specialist Gloria Crandall Teachers</p> <p>Action Steps: Restorative circles will be introduced and modeled during 2022-2023 preservice. Teachers/Staff will have the opportunity to engage in Restorative Circles each day. Teachers will receive guidance on implementation of Restorative Circles for their respective grade levels.</p> <p>- TEA Priorities: Improve low-performing schools</p>	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 3: VIOLENCE PREVENTION: Decrease the number of emergency of student behavior incidents from 30 in 2021-2022 to 17 by the 2022-2023 school year.





Strategic Priorities:

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

Measurable Objective 1: 45% reduction of emergency student behavior incidents.





Evaluation Data Sources: HISD Power School System

Student Discipline Referral Forms

Strategy 1 Details		Reviews			
Strategy 1: Parent and student engagement nights; restorative circles; SEL Classes; Parent, Teacher, and Admin. Conferences; Bullying prevention methods and reporting. Time with the campus climate officer. Strategy's Expected Result/Impact: There will be a reduction of student discipline referrals. Staff Responsible for Monitoring: Principal- Mimi Lam Counselor- E'Real Wooten Magnet Coordinator- Angelica Bentley Teacher Specialist- Jackie Wilmore SIR- Djyuana Wesley Wraparound Specialist-Gloria Crandall Support Teachers All Teachers Action Steps: Teacher will hold restorative circles every Monday at 8:00am to discuss related topics and issues that students can relate to and engage in conversation about. If there is an office referral, we will schedule a meeting with the teacher and student. Teacher must also ensure that the consequences match the action and students have been given a chance for restoration before an office referral is given. If it is a level 3 or 4 offense, then parents will be notified. Repeated offences will call for a meeting with the parents and admin, along with the teacher to discuss issues that are occurring in the classroom. Positive incentive awards include scholars of the month and promoting positive P.U.L.S.E. values with Wildcat Bucks to be spent at the weekly Wildcat Store. - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			





Measurable Objective 2: 100% of all faculty and staff will participate in Safety Training

Evaluation Data Sources: Safety Training Documentation Sign In Sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of all faculty and staff will participate in safety training to be knowledgeable of next steps and action steps as it relates to campus safety. Staff and students will also participate in drills to ensure that training is effective.</p> <p>Strategy's Expected Result/Impact: The incidents that threaten the safety of the staff and students will be handled in a manner that will ensure that all staff and students are kept safe, based on the training.</p> <p>Staff Responsible for Monitoring: Principal-Mimi Lam Teacher Specialist- Jackie Wilmore Magnet Coordinator- Angelica Bentley Counselor-E'Real Wooten Wraparound Specialist- Gloria Crandall Support Staff All Teachers</p> <p>Action Steps: All staff will wear badges and ensure that they are visible while on campus. All exits and entrances will be monitored closely and visitors must check in at the front with IDs readily available and receive a campus pass.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Measurable Objective 3: We will conduct monthly mandatory safety drills.

Evaluation Data Sources: Monthly Safety Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: We will conduct fire drills, lockdowns, shelter-in place drills monthly to ensure the safety of staff and students.</p> <p>Strategy's Expected Result/Impact: If there is an real-life incident on campus, students and staff will be able to smoothly transition without injuries due to the practice at the drills.</p> <p>Staff Responsible for Monitoring: Safety Captain: Allen Thompson Safety Captain Backup: Arthur Harris Secretary: Crystal Broussard</p> <p>Action Steps: We will document monthly drills and keep a running log of all drills and times of completion. We will call in all drills to fire department prior to the drill.</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: General Supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION





Measurable Objective 1: 100% of teachers will follow and implement accommodations/modifications as it relates to students' IEP plans.

Evaluation Data Sources: Renaissance 360

STAAR assessments

District Assessments

Running Records

Strategy 1 Details		Reviews			
Strategy 1: Special Education teachers will provide all General Education teachers a copy of the student's IEP and expected accommodations/modifications and model how to implement (accommodations/modifications) in the General Education classroom Strategy's Expected Result/Impact: Promote students ability to participate and engage in the least restrictive environment. Support teachers in providing instructional / behavioral strategies that will promote an inclusive classroom Staff Responsible for Monitoring: Christie Lazard (SPED Chair) Mimi Lam (Principal) Angelica Bentley (Magnet Coordinator) Jackie Wilmore (Teacher Specialist) General Education Teachers Action Steps: Special Education teacher will provide each General Ed. teacher with a copy of student's IEP and accommodation/modification tracker. Special Education teacher will walk through IEP verbiage to ensure General Ed teacher understands level of support needed for each student. Special Education teacher will participate in weekly PLC to provide updates and support with instructional strategies that support student learning in the classroom - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			





Measurable Objective 2: Students that have and IEP or 504 Service plan with accommodations will show a 5% growth in Reading, Math, and Science on STAAR for the 2022-2023 school year

Evaluation Data Sources: District Assessments

Renaissance 360

Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will be progress monitored on a biweekly and monthly basis using campus formative assessments and district formative assessments. Strategy's Expected Result/Impact: Students will show improvement over time in the district formative assessments. Staff Responsible for Monitoring: Principal Mimi Lam Special Education Chairperson Christie Lazard Special Education Teacher Classroom Teachers Campus Testing Coordinator Angelica Bentley Action Steps: Students will track their progress at each district assessment and set goals at the end of each assessment in their personal data tracker. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 3: Each student will show academic growth of one year from the previous year with the support of interventions

Evaluation Data Sources: Campus Formative Assessments
District Assessments
Renaissance 360

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Structured interventions with progress monitoring to identify individual student needs Strategy's Expected Result/Impact: Students will show academic growth of one year Staff Responsible for Monitoring: Principal Mimi Lam Special Education Chairperson Christie Lazard Special Education Teacher Classroom Teachers Campus Testing Coordinator Angelica Bentley Action Steps: Students will track their progress at each district assessment and set goals at the end of each assessment. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: 100% of students who qualify for dyslexia will receive their accommodations based on their 504 Plan and/or their IEP

Evaluation Data Sources: 504 Plan
Student IEP
IAT/RTI data

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Teachers that service all dyslexia students will have be trained in Reading by Design with a specific schedule to support consistent dyslexia intervention as it outlined in the student's IEP/Service Plan Follow up with teachers during PLC; documentation logs of student accommodations Action Steps SPED Chair and Dyslexia Specialist will follow up with teachers during the weekly PLC meetings on what accommodations are being used for students. Chair will determine if the IEP or 504 plan need to be revised. Strategy's Expected Result/Impact: Students will show an improvement and increase in their reading and problem solving in their Reading and Math classes. Staff Responsible for Monitoring: Mimi Lam, Principal; Angelica Bentley (Magnet Coordinator); Jackie Wilmore (Teacher Specialist) E'real Wooten (IAT Chair) Christie Lazard (Special Ed. Chairperson) Action Steps: IAT Liaison and Special Ed. Chairperson will identify all Dyslexia students on campus that will need services. Dyslexia Interventionist and SpEd. Chairperson will identify levels and create a service schedule. Interventionist will communicate to General Ed. teachers of scheduled service and strategies to support student in the classroom. Dyslexia interventionist and SpEd. Chairperson will follow up during grade level PLC to discuss progress. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Measurable Objective 2: 100% of identified EB students will receive linguistic accommodations based on their language proficiency level

Evaluation Data Sources: TELPAS

LPAC Meeting

ELD Assessment

Formative Assessment

TEA Interim Assessments

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: All teachers that service EB students will include sheltered instructional strategies in their lessons to support student learning Strategy's Expected Result/Impact: EB students will show a growth in language proficiency in two or more domains Staff Responsible for Monitoring: Angelica Bentley (LPAC Chair) Mimi Lam (Principal) Jackie Wilmore (Teacher Specialist) General Ed. Teachers /ESL teachers Action Steps: Teachers will be presented with EB student linguistic accommodations as well as proficiency levels. Teachers will be able to identify strategies that will support student linguistic progress. LPAC chair and teachers will meet monthly during PLC to discuss student progress and additional support. - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>					

Measurable Objective 3: 100% of all teachers will promote collaborative student-led discussions using pre-planned, leveled questioning aligned to the content objective by embedding appropriate, linguistic supports, providing students opportunities to listen, speak , read and write.

Evaluation Data Sources: ELD Formative Assessment

TELPAS Interim Assessment





HB3 Board Goal

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Whidby will reduce the reduction of parent dissatisfaction of communication reports by 25%

Evaluation Data Sources: F.A.C.E. survey results
Parent survey

Strategy 1 Details		Reviews			
Strategy 1: Whidby Elementary will provide consistent communication to parents through different modalities throughout the school year. Strategy's Expected Result/Impact: Parents will become more involved and vocal about student learning and performance and support school goals an initiatives Staff Responsible for Monitoring: Principal Mimi Lam Magnet Coordinator Angelica Bentley Teacher Specialist Jackie Wilmore Wraparound Specialist Counselor E'real Wooten Community in Schools Action Steps: The Community in School representative, Counselor, and Wraparound Specialist will introduce themselves to the campus and parents to provide resources to identified parents in need. The campus will send Wednesday Folders to streamline communication weekly along with regular school call-outs, marquee/website/social media updates. We will have parent meetings and parent workshops each month to keep parents informed and up to date with the school goals and mission as well as keeping them informed of parent engagement and student events. - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 2: Whidby Elementary will increase community partnerships/engagement opportunities by 25% for the 2022-2023 school year

Evaluation Data Sources: F.A.C.E.
Campus based survey

Strategy 1 Details		Reviews			
Strategy 1: Whidby will collaborate with the Wraparound Specialist and Community in Schools representative to build community partnerships throughout the school year Strategy's Expected Result/Impact: Increase Whidby Elementary partnership and collaboration to support a variety of parental needs Staff Responsible for Monitoring: Wraparound Specialist Community in Schools Specialist Counselor Mimi Lam (Principal) Action Steps: Campus will conduct School Messenger callouts/ social media posts to announce upcoming events. In addition, the campus will host community fairs for different community partners to provide resources (Health Fairs) Community Partners will be invited to campus events (White Coat Ceremony, Black History Programs/Winter Programs/ Curriculum event nights) - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Measurable Objective 3: For the 2022-2023 school year, Whidby will move from Gold Certified to Platinum Certified for F.A.C.E.

Evaluation Data Sources: F.A.C.E. results

Strategy 1 Details		Reviews			
Strategy 1: Whidby Elementary will host monthly homework assistance nights/ campus curriculum events that will support parent and school collaboration. Strategy's Expected Result/Impact: Increase parental involvement in campus events		Formative			Summative
		Nov	Jan	Mar	June

Staff Responsible for Monitoring: Principal Mimi Lam

Counselor E'real Wooten

WrapAround Specialist Gloria Crandall

Magnet Coordinator Angelica Bentley

Teacher Specialist Jackie Wilmore

Action Steps: A calendar will be prepared prior to the beginning of the school year to outline upcoming campus wide events. Flyers/communication will be sent out to parents in both English/Spanish. Whidby Elementary will also provide additional opportunities for parents to volunteer for campus events through V.I.P.S.

- TEA Priorities:

Improve low-performing schools



No Progress



Accomplished



Continue/Modify



Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: The campus will meet 100% of mandated health service by the required dates for Immunization Monitoring, visual screening (grades PK-1st, 3rd, 5th), health screening (grades PK-1st, 3rd, 5th), Type 2 Diabetes (Grades 1, 2, 3, & 5), 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, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by the School Nurse: Esther Villafana.
Estimated number of students to be screened: 410

Measurable Objective 2: Vision Screening at grades PK, K, 1st, 3rd, & 5th will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Vision screening records for all applicable students completed by School Nurse: Esther Villafana.
Estimated number of students to be screened: 190

Measurable Objective 3: Hearing Screening at grades PK, K, 1st, 3rd, & 5th will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by School Nurse: Esther Villafana.
Estimated number of students to be screened: 230

Measurable Objective 4: Type 2 Diabetes Screening at grades 1, 3, & 5 will be completed by a certified school nurse or screener on or before December 10, 2022.

Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by School Nurse: Esther Villafana.
Estimated number of students to be screened: 150

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

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
1	1	1	1	Teachers in grades 3-5 will utilize guided reading in their small group instruction to increase in student reading levels.
2	1	1	1	Teachers will be provided support with the internalization of lesson planning for Eureka.
4	1	2	1	Teachers will track EB students linguistic progress /linguistic accommodations
5	1	1	1	We will keep a daily attendance log where our attendance team will reach out to parents who do not have their children in school by 8:30am so that we can get them to school by the ADA time. We will also create attendance incentives that will motivate students to come to school.
5	1	2	1	Teachers will complete their attendance form by 8:30am daily and notify the attendance team of who has not shown up to school yet. From these forms, phone calls will be made.
5	1	3	1	We will make home visits for students who have been absent for a consecutive 3 or more days to find out their status and well-being.
5	5	1	1	Teachers that service all dyslexia students will have be trained in Reading by Design with a specific schedule to support consistent dyslexia intervention as it outlined in the student's IEP/Service Plan Follow up with teachers during PLC; documentation logs of student accommodations Action Steps SPED Chair and Dyslexia Specialist will follow up with teachers during the weekly PLC meetings on what accommodations are being used for students. Chair will determine if the IEP or 504 plan need to be revised.
5	5	2	1	All teachers that service EB students will include sheltered instructional strategies in their lessons to support student learning
5	6	1	1	Whidby Elementary will provide consistent communication to parents through different modalities throughout the school year.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers in grades 3-5 will utilize guided reading in their small group instruction to increase in student reading levels.
2	1	1	1	Teachers will be provided support with the internalization of lesson planning for Eureka.
4	1	2	1	Teachers will track EB students linguistic progress /linguistic accommodations
5	1	1	1	We will keep a daily attendance log where our attendance team will reach out to parents who do not have their children in school by 8:30am so that we can get them to school by the ADA time. We will also create attendance incentives that will motivate students to come to school.
5	5	1	1	Teachers that service all dyslexia students will have be trained in Reading by Design with a specific schedule to support consistent dyslexia intervention as it outlined in the student's IEP/Service Plan Follow up with teachers during PLC; documentation logs of student accommodations Action Steps SPED Chair and Dyslexia Specialist will follow up with teachers during the weekly PLC meetings on what accommodations are being used for students. Chair will determine if the IEP or 504 plan need to be revised.
5	5	2	1	All teachers that service EB students will include sheltered instructional strategies in their lessons to support student learning
5	6	1	1	Whidby Elementary will provide consistent communication to parents through different modalities throughout the school year.

State Compensatory

Budget for 257 Whidby Elementary School

Total SCE Funds: \$25,056.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Have not utilized the funds yet for the 2022-2023 school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Carroll	Tchr, Class Size Reduction		1.0

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	1	Reading Materials	6300 - Supplies and Materials	\$6,000.00
1	1	3	1	Hired Tutors and Reading Materials	6200 - Contracted Services	\$6,000.00
5	1	1	1	Attendance Incentives	6300 - Supplies and Materials	\$3,000.00
5	1	2	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
5	1	3	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
5	3	2	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
5	3	3	1	General Supplies	6300 - Supplies and Materials	\$1,000.00
Sub-Total						\$19,000.00

Addendums