Houston Independent School District

148 Elrod Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps

Mission Statement

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Our mission here at Elrod is to provide our scholars with a learning environment that cultivates student achievement both academically and socially. This work will allow students to soar high and become citizens of the community that are that have developed the skills needed to compete with their counterparts around the globe. Through innovative strategies being implemented in the instructional process, students will become assets of the 21st Century while developing their medical skills through our Emerging Medical Magnet Program.

Vision

Our vision is to build authentic relationship through transparency and an open line of communication with student, parents, and stakeholder in the community. We want to provided wraparound services to all families of the community in need academically, socially, and emotional.

Value Statement

Our values include student learning, student safety, and the wellness in the homes of our students in the community.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Horace W. Elrod Elementary School is an urban school in the Brays Oaks Community of Southwest Houston. The current enrollment is 687 students in grades pre-kindergarten through fifth. Elrod is a school-wide emerging medical scholar's magnet, we are also a Dual Language Campus. We implement CHAMPS and Restorative Discipline using Restorative Circles. Our emerging medical scholars program emphasizes hands-on instructional activities in health, science, nutrition, math and research as well as technology in a laboratory setting. In our Dual Language Program, scholars spend 50% of their day learning in English and the other 50% learning in Spanish. The overall goal of CHAMPS is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. Restorative Discipline addresses students' behavior by using a relational approach. It fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Elrod is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. 91% percent of the student population is socio-economically disadvantaged and participates in the free or reduced lunch program. The student population is 59% Hispanic American, 20% African American, 17% White; 4% Asian. 84% At-Risk; 5% Special Education, 61% English Language Learners, 11% immigrant, 69% bilingual, and 6% gifted and talented. The average attendance rate for 2020-2021 was 95.5%. The following specialized programs are offered: Dual Language, ESL Education, Special Education, and Gifted/Talented Education. Our goal this year is to increase academic achievement across all grade levels and student groups. To also increase advanced performance on STAAR in reading, math, and science and to increase TELPAS Composite levels of all English Language Learners one to two levels. With the assistance of the iEducate tutors, contracted interventionist and campus supports, the gaps that were created due to loss of instruction will be decreased. Also, tiered instruction was improved by implementing a push-in intervention model with ELL, Title I, and Special Education supports taking place within the classroom setting.

Demographics Strengths

The parents of Elrod Elementary are very supportive of the learning and foundation building that takes place on campus. Members in the community and past Elrod alumni love to be involved in campus activities and support initiatives for the campus to grow stronger. Students come to school daily with a positive attitude ready to engage in the learning process. Student discipline is not a concern on the campus, our students are well behaved and work well with one another. The teachers and staff foster a warm welcoming campus to all students, parents, and visitors that makes it easier to build those positive relationships. Our teachers are experienced and go above and beyond identifying new strategies that work most effective with the various learning styles of the children. Members of the community serve on the SDMC and are also members of the Brays Oaks Community neighborhood program. They help bridge the gap between the school and the community.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Student attendance for some students are not stable which causes students to miss a lot of instruction and get behind. **Root Cause:** Some parent are keeping students at home to watch younger siblings. Students are getting sick more often.

Problem of Practice 2: Due to the poor conditions of the school, it will become a challenge to retain highly qualified teachers. **Root Cause:** So many concerns with the school maintenance including, HVAC system, mold. unsafe make-up of the school.

Student Learning

Student Learning Summary

Students made significant gains in growth and maintained an A rating. The campus will be working to increase the domain 1 score to grow 1 letter grade from a C to a B

Student Learning Strengths

Teachers struggle with students who do not attend school regularly. Interventions are in place to assist these students.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student attendance for some students are not stable which causes students to miss a lot of instruction and get behind. **Root Cause:** Some parent are keeping students at home to watch younger siblings. Students are getting sick more often.

School Processes & Programs

School Processes & Programs Summary

Our Dual Language Program starts in Pre-K ad runs through 5th grade.

Dyslexia Interventionist- A trained certified teacher pulls students and implements instructional strategies from the Dyslexic Program.

Reading Mastery- Implemented by a retired teacher and contract interventionist that comes in 5 days a week four hours a day for our K-2 students.

I Educate- 5 tutors work with students providing small group interventions 5 days a week for math and science.

Trained Interventionists- Trained campus personnel work with small groups of students in 45 minute blocks daily in both English and Spanish.

Music choir will be performing off campus performances

School Processes & Programs Strengths

Dual Language- Allows students to develop proficiency in both languages as evident though their TELPAS growth.

Dyslexia Interventionist- Helps students develop literacy skills that help them accommodate their dyslexia.

Reading Mastery- Allows students to develop proficiency in both reading fluently as evident through Running Record growth.

I Educate- The tutors have been very effective in closing math gaps and progress monitoring.

Trained Interventionists- Provide Tier 2 and Tier 3 interventions based upon deficit skills.

The music choir help student build character through opportunities to express themselves with singing.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: For the 2021-2022 school year, there were not enough English students entering the Dual Language Program. **Root Cause:** For the 2021-2022 school year, most English speaking parents chose not to have their students in the Dual Language Program because of the lack of knowledge how rewarding the program is.

Perceptions

Perceptions Summary

Parent and community perception that Elrod is welcoming and fosters a close family functioning environment.

We would like to increase the parent involvement with monthly meeting which we plan to do this year now that we have a counselor to coordinate the meeting.

Most staff member have have longevity with the school and are invested into the community.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Due to the poor conditions of the school, it will become a challenge to retain highly qualified teachers. **Root Cause:** So many concerns with the school maintenance including, HVAC system, mold. unsafe make-up of the school.

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
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure 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
- 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Board Goals

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

Goal 1: The percentage of students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 23% to 28% by the end of 2022-2023 school year.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

Summative Evaluation: Met Goal

Measurable Objective 1: The percentage of students reading and writing at or above grade level as measured by the percent of students at the Meets Grade Level standard on STAAR shall increase by 7 percent from 2022 to 2023. We will increase our over all Meets from 43% to 50%.

Evaluation Data Sources: We will track our progress using the BOY and MOY Data from Ren 360

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Tier I students will use Imagine Literacy at least 100 minutes/week and 20 minutes daily for interventions during. Tier 2 students will receive interventions through Fast Focus. Tier 3 students will receive interventions with Reading Mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and interventionists have been trained in the selected resources and will provide targeted, customized interventions with consistent progress monitoring. As a result, students will incrementally grow in Ren 360 and STAAR. **Staff Responsible for Monitoring:** Teachers, Reading Interventionists , Administration **Action Steps:** After whole group instruction, Tier I students will have independent practice on Imagine Literacy while Tier II/III students engage in small group interventions using Fast Focus, Reading Mastery, or Corrective Reading from their teacher or a trained interventionist. **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	50%			

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in small group intervention daily with reading interventionists using Reading Mastery and Corrective Reading material. Our district IAT Manager will support our efforts to consistently progress monitor our reading interventions.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The number of students in RTI will decrease as our students progress through the Reading Mastery program. **Staff Responsible for Monitoring:** Teachers, Reading Interventionists , Administration, IAT Manager **Action Steps:** Reading interventionists will meet with students in small groups daily and implement the Corrective Reading strategies to help students increase the reading levels. **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	50%			

Strategy 3 Details	Reviews			
Strategy 3: Monitor how students are progressing throughout the school year using Ren 360 and BRR.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The number of students scoring Above the Benchmark in Ren 360 will increase as well as the amount of students reading on grade level using the Running Record. **Staff Responsible for Monitoring:** Teachers, Reading Interventionists , Administration, IAT Manager **Action Steps:** Teachers will record Reading Levels using the spreadsheet and administer the Ren 360 assessment in a timely manner for BOY, MOY, and EOY. **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	50%	100%	100%	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

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

Goal 1: Increase 3rd grade English Meets performance by 10%.

Strategic Priorities:
Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: The percentage of 3rd-grade students performing at or above benchmark in math as measured by the Performance Level on Ren 360 will increase by 10 points by the EOY in 2022-2023 school year.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers attend monthly trainings hosted by Vontoure Math LLC. Teachers will implement Thinking Maps with fidelity. Tier 1 and Tier 2 Students will meet weekly with a Math Interventionist Intervention schedule has been built into the instructional day to support students individual needs. **Strategy's Expected Result/Impact:** Students will show increase in the amount of students are at or above benchmark on Ren 360 assessments. **Staff Responsible for Monitoring:** Teachers Interventionist Administrators Support Staff **Action Steps:** Teachers will take strategies learned for their monthly trainings and implement in the classroom and discuss during the next meeting of things that may not have been as effective and get feedback on ways to modify the instruction **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	55%			

Strategy 2 Details		Reviews			
Strategy 2: Tier 3 students will engage in instructions with the teacher for small group instruction 100 minutes/week 20 minutes daily.		Formative			Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Math Interventionist Teacher Administration **Action Steps:** Create small groups based on previous assessment and a schedule when students will attend daily. **Title I:** 2.4, 2.5, 2.6		50%			

Strategy 3 Details		Reviews			
Strategy 3: 100% of 3rd grade students will be knowledgeable of their individual goal and or know their Magic Number before and after each campus math assessment.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in raw score on individual math assessment. **Staff Responsible for Monitoring:** Teachers Interventionist Administrators Support Staff **Action Steps:** Students will complete a post assessment rubric in their data binder. The data will drive flexible grouping during intervention and after school tutorials. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math		50%			

Strategy 4 Details	Reviews			
Strategy 4: IEducate Tutors for Tier 2 and Tier 3 Intervention	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will show increase in the amount of students are at or above benchmark on Ren 360 assessments	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, IEducate Tutors, Admin. **Action Steps:** Tutors will pull small groups daily 4 time/week to provide math and science interventions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	50%			

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

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

Goal 1: For the 2022-2023 school year, our goal is to increase the percentage of fifth grade students who will reach the Meets by at least 5%, from 14% to 19% on STARR as they are promoted to middle school.

Measurable Objective 1: For the 2022-2023 school year, our goal is to increase the percentage of fifth grade students who will reach the Meets by at least 5% on each of the BOY, MOY, and EOY.

    Evaluation Data Sources: Ren. 360

Strategy 1 Details	Reviews			
Strategy 1: Student will engage in online learning with EduSmart and complete weekly assessments	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their ability to comprehend the different concepts of science and know how to apply it.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Admin. **Action Steps:** Student will use their devices provided by the teacher to go online and participate in the EduSmart activities. **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**	45%			

Strategy 2 Details	Reviews			
Strategy 2: Students will engage in small group interventions with IEducate tutors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will increase their ability to comprehend the different concepts of science and know how to apply it.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Tutors Admin. **Action Steps:** Tutors will push-in 4 times/per week for 4 hours and work with students in small group. **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**	50%			

Strategy 3 Details	Reviews			
Strategy 3: Students will engage in more hands-on project in the science lab where they attend once/week with certified science teacher.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will increase their ability to comprehend the different concepts of science and know how to apply it.
    Staff Responsible for Monitoring: Teacher
Admin.
    Action Steps: Students will create project to demonstrate their knowledge of the science concepts.
 	
    TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
	25%			

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

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

Goal 1: Using progress monitoring and progress track to ensure students receiving special education services are showing growth at or above grade level as measured by STAAR Reading will increase by 5 %.
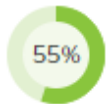
Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The percentage of students needing Urgent Interventions will decrease while those on On Track will increase on Ren 360. Student reading levels will show an increase throughout the year based on Reading Mastery assessments.

Evaluation Data Sources: Ren 360.
Reading Mastery

Strategy 1 Details	Reviews			
Strategy 1: Reading Mastery Interventions Daily	**Formative**			**Summative**
Strategy's Expected Result/Impact: Percentage of at or above benchmark will show an increase while the number of students being referred to IAT will decrease.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Interventionist Admin. **Action Steps:** Students will receive interventions using the Reading Mastery material daily for 45 mins./day. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**	40%			

Strategy 2 Details	Reviews			

Strategy 2: Monitor how students are progressing throughout the school year using Ren 360 and BRR.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The number of students scoring Above the Benchmark in Ren 360 will increase as well as the amount of students reading on grade level using the Running Record.

Staff Responsible for Monitoring: Teachers, Reading Interventionists , Administration, IAT Manager

Action Steps: Teachers will record Reading Levels using the spreadsheet and administer the Ren 360 assessment in a timely manner for BOY, MOY, and EOY.

55%

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 3 Details	Reviews			

Strategy 3: Resource teacher will do push-ins with the students that have mainstreamed to do one on one intervention.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students reading and math percentages will increase at least 5 in the at or above benchmark by EOY assessment.

Staff Responsible for Monitoring: Resource teacher and Admin.

Action Steps: Resource teacher will go to the students class at least 3 times/week to monitor student's use of designated supports and accommodations are being use based on IEP.

50%

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy**

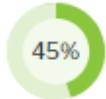| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: We will increase our attendance percentage from 92.1% to 95%

    Evaluation Data Sources: Attendance Log

Strategy 1 Details		Reviews		
Strategy 1: The class will the highest attendance percentage for the month will be awarded with a gift for the students and teacher.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: We will increase our attendance percentage from 92.1% to 95%
     Staff Responsible for Monitoring: Attendance Clerk
 Admin.
 Teacher
     Action Steps: Monitor student's absences and communicate to parents when students are out.
 	
     TEA Priorities:
 Build a foundation of reading and math
		45%			

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

Board Goal 5: N/A - Additional Campus Goals

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    Evaluation Data Sources: Attendance Log

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	Nov	**Jan**	**Mar**	**June**

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     Staff Responsible for Monitoring: Attendance Clerk
 Admin.
 Teacher
     Action Steps: Monitor student's absences and communicate to parents when students are out.
 	
     TEA Priorities:
 Build a foundation of reading and math
	45%			

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: One of our goals for the 2022-2023 school year is to decrease the number of OSS from 2 to 0.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: Now that we have a counselor, students will engage in restorative circles. Students will be provided SEL support from the campus SEL liaison.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: One of our goals for the 2022-2023 school year is to decrease the number of OSS from 2 to 0. **Staff Responsible for Monitoring:** Teachers Counselor SEL Liaison Admin. **Action Steps:** Now that we have a counselor, students will engage in restorative circles. Students will be provided SEL support from the campus SEL liaiso	50%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: One of our priorities for the 2022-2023 school year is to increase the percentage of parent involvement from 10% to at least 20%.

Evaluation Data Sources: PTO
SDMC Committee

Strategy 1 Details	Reviews			
Strategy 1: Have monthly parent meetings such as Muffins with Moms and Donuts with Dads. Give door prizes to first parents to enter meeting and highlight name on marquee.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: One of our priorities for the 2022-2023 school year is to increase the percentage of parent involvement from 10% to at least 20%. **Staff Responsible for Monitoring:** Teachers Admin WRS **Action Steps:** Have monthly parent meetings such as Muffins with Moms and Donuts with Dads. Give door prizes to first parents to enter meeting and highlight name on marquee. **TEA Priorities:** Build a foundation of reading and math	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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)

State Compensatory

Budget for 148 Elrod Elementary School

Total SCE Funds: $84,646.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Tutorials, resources, Afterschool program, and supplies.

Personnel for 148 Elrod Elementary School

Name	Position	FTE
Brain Cruz	Teacher	1
Mindy Vasquez	Teacher Reading Intervention	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the Principal, Leadership Team, teachers, staff, parents and community stakeholders. Horace W. Elrod Elementary School is an urban school in the Brays Oaks Community of Southwest Houston. The current enrollment is 695 students in grades pre-kindergarten through fifth. Elrod has a school-wide emerging medical scholar's magnet, and we are also a Dual Language Campus. Campus-wide we implement CHAMPS and Restorative Discipline using circles. Our emerging medical scholars program emphasizes hands-on instructional activities in health, science, nutrition, math and research as well as technology in a laboratory setting. In our Dual Language Program, scholars spend 50% of their day learning in English and the other 50% learning in Spanish.

Elrod is a Title I school and one hundred percent of the students benefit from the additional Title I federal funds. 91% percent of the student population is socio-economically disadvantaged and participates in the free or reduced lunch program. The student population is 75% Hispanic American, 23% African American, 1% White; 1% Asian. 84% At-Risk; 5% Special Education, 61% English Language Learners, 11% immigrant, 69% bilingual, and 6% gifted and talented. The average attendance rate for 2020-2021 was 95.5%. Our goal this year is to increase academic achievement across all grade levels and student groups. To also increase advanced performance on STAAR in reading, math, and science and to increase TELPAS Composite levels of all English Language Learners one to two levels. With the assistance of the iEducate tutors, contracted interventionist and campus supports, the gaps that were created due to loss of instruction will be decreased.

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: The SIP was developed jointly with all stakeholders by having an initial meeting with all stakeholders to discuss the past years performance and prioritize goals for this academic year. Team Leaders from each grade level met with the Principal and Leadership Team to discuss academic, social and emotional growth of the students. The members of the SDMC met and developed the SIP.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Evstel Nounawon	Teaching Assistant-10M ESSER	Pre Kindergarten	1.00
Floydreka Ray	Teacher class size ESL	Title 1	1.00
Samantha Costilla	Teaching Assistant-10M ESSER	Pre Kindergarten	1.00

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Michael Hutchins	Principal
Administrator	Tonya Watts	Assistant Principal
Non-classroom Professional	Diann Kirkwood	Special Ed Chair
Non-classroom Professional	Kayla Liu	Teacher Specialist
Non-classroom Professional	Wendy Tovar	Magnet Coordinator
Non-classroom Professional	Mindy Vasquez	Classroom Teacher
Community Representative	Ronnie Plotkin	Community Representative
Classroom Teacher	Miguel Morales	Classroom Teacher
Parent	Jose Salano	Classroom Teacher
Classroom Teacher	Obinna Ibeh	Classroom Teacher
Parent	Amisha Wright	Parent
Business Representative	David Neider	Business Representative

Campus Leadership Team

Committee Role	Name	Position
Administrator	Kayla Liu	Teacher Specialist
Administrator	Tonya Watts	Assistant Principal
Administrator	Wendy Tovar	Magnet Coordinator
Administrator	Diann Kirkwood	Sped Chair
Administrator	Michael Hutchins	Principal

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** _____

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SPECIAL REVENUE FUNDING GOALS

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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.

   _____

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

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

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

1. _____

2. _____

3. _____

4. _____

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

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

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

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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.

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

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

_____

_____

_____

_____

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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).*

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

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

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

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

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