

Houston Independent School District
137 De Chaumes Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

De Chaumes Elementary, is located at 155 Cooper Road, serves students in Prekindergarten (beginning at 3 year olds) through fifth grade. The majority of the student body lives in single family dwellings with many living in single parent homes. The total enrollment for the 2021-2022 school year was 738 with 49.19% being female and 50.81% male. For the second consecutive year, enrollment decreased by 22 students from the previous school year. The school is a Title 1 school with 97.29% of students being economically disadvantaged and 79.95% At-Risk. 100% of our student population is on free or reduced lunch. The school is composed of 98.9% Hispanic students, 0.68% African American students, and 0.41% White students. Our special population consists of 56.64% English Learners, 7.99% Special Education students, 5.28% Gifted and Talented students, and 2.44% Dyslexia students. The attendance rate for the 2021-2022 school year was 93.53%. For the second consecutive year, there was a notable increase in our mobility rate this school year, from 8.63% to 9.20%.

Demographics Strengths

Staff, students, and parents apply themselves every year to achieve the goal that our mission statement embodies, "students can become productive and responsible citizens in this ever-changing global and technological society." Team work, commitment, and dedication are the ingredients our school community consists of that allows us be successful. Our families are generational De Chaumes students, where grandparents attended the school. For the most part, our teachers return year to year. We have a 79% retention rate when it comes to our teachers. In addition, 57% of teachers have over 5 years of Field Teaching Experience. Due to our teachers and parents having a long term relationship we tend to not have any major discipline problems with our students. Our class size average of 18 students also supports teachers when it comes to student discipline.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Under identification of GT and dyslexia students. **Root Cause:** Staff knowledge of how to identify students.

Student Learning

Student Learning Summary

For the 2021-2022 school year De Chaumes Elementary students took the STAAR on paper. De Chaumes earned an A-rating from the Texas Education Agency. 94% of our students demonstrated growth in 4th and 5th grade compared to their previous STAAR results. De Chaumes earned 4 out of the 6 distinctions: Academic Achievement in Mathematics, Top 25% Comparative Academic Growth, Postsecondary Readiness, and Top 25% Comparative Closing the Gaps.

There were 323 Students in 1st-5th Grade assessed on TELPAS in 2021-2022; of those students 132 of them showed progress/growth from 2019-2020. Students in 1st and 2nd grade were evaluated with High Frequency Words assessment; 91% of the students tested received a passing score.

Subject	STAAR 2020 - 2021 Results			STAAR 2021 – 2022 Results		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading	60%	28%	14%	77%	51%	28%
Math	53%	27%	34%	82%	51%	29%
Writing	49%	15%	2%	NA	NA	NA
Science	38%	15%	4%	61%	31%	10%
Total	53%	25%	10%	76%	47%	25%

Student Learning Strengths

For the 2021-22 school year, literacy was a focus area across the campus due to only 14% of our students being at grade level at the start of the year. The literacy block was more focused on guided reading. Training and PLCs throughout the school year were literacy focused. Interventions during and after school were data driven and focused on those students not at grade level. Based upon the 2021-2022 STAAR data, 92% of our 4th and 5th graders demonstrating growth in both of their Reading and Math assessments. In addition, about 48% of our students were at the Meets level in both Reading and Math.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Science is not being taught with fidelity in grades PK-4. **Root Cause:** Science teachers in grades PK-4 struggling with time and incorporating science content into other content areas.

School Processes & Programs

School Processes & Programs Summary

De Chaumes Elementary has established campus-wide content area processes and routines which align expectations from one grade level to the next. These programs and processes will ensure student success as they progress through the years. In math, Number Talks (Hand2Mind) will be used in K-5, interactive notebooks, and a problem solving board will be implemented. De Chaumes is taking part of the Zearn study so it will be implemented within small group time in math classes. In literacy, HMH will be the primary classroom resources, running records, and guided reading will be implemented. Really Great Reading will be implemented as part of the phonics and/or word study component of the literacy block. We will be implementing a school-wide intervention block from 7:45-8:15 a.m. This intervention block will be used to meet the needs of HB 4545 and for teachers to focus on Tier 2/3 students.

Our EB students in grade 2-3 have an additional literacy class which is taught by a bilingual certified teacher but taught in English with sheltered-instruction strategies.

PLC's will continue to held on Thursdays during grade level planning periods. PLCs will be focused on content areas and instructional practices. Campus Tier 2 leaders will plan and lead PLCs based on classroom/teacher needs and data. During weekly meetings, our teachers use district curriculum documents, planning tools, assessments, Universal Screenings, Running Records, and other formative assessments to analyze, evaluate, and plan instruction.

School Processes & Programs Strengths

Aside from the school-wide intervention block (7:45-8:15), all content blocks incorporate a small group time. Teachers are required to do Tier 1 and Tier 2 interventions during this time. Concurrently, Tier 3 interventions will be delivered by a certified interventionist. Tier 3 interventions are a pull-out model. All interventions are progress monitored every 2-3 weeks and students are moved accordingly. Teacher Assistants support with interventions in the classroom to receive direct guidance from classroom teacher.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Inconsistency of teacher assistant win the classrooms supporting with interventions. **Root Cause:** Without substitute teachers picking up assignments, TAs end up covering those classes.

Perceptions

Perceptions Summary

For the 2021-2022 school year, De Chaumes attendance rate was 93.5%. Attendance rate within each ethnicity group is as follows: Hispanic 93.6%, Black or African American 90.8%, White 88.2%. Attendance rate within each special population is as follows: Special Education 92%, ED 93.5%, LEP 94.7%, GT 96.2%, and At-Risk 93.7%. Compared to prior year our attendance rate continued to be on a downward trend from 98% in 2019-20, to 97.2% in 2020-21 and now 93.5% in 2021-2022. COVID continues to be the major factor for this decrease. As cases were reported to the school community, even students who were not quarantined were kept home by their parents. Unlike 2020-21, there was no option for attendance for those students who were not being quarantined other than being marked absent.

Perceptions Strengths

For the 2021-2022 school year, the school community demonstrated their interest in being more active with the school. Parent engagement increased from about 20% to 43%. There were more opportunities for students to be on campus from our monthly parent meetings, to sporting events, to our literacy/math night. We had parent/adult learning classes that were established through the ESSER funds. The classes offered to parents were ESL and computer classes during the school day. In addition, a Parent Teacher Organization has officially been formed at De Chaumes.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Attendance fluctuates when COVID cases rise on campus. **Root Cause:** Reporting COVID cases on campus.

Priority Problems of Practice

Problem of Practice 1: Under identification of GT and dyslexia students.

Root Cause 1: Staff knowledge of how to identify students.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Science is not being taught with fidelity in grades PK-4.

Root Cause 2: Science teachers in grades PK-4 struggling with time and incorporating science content into other content areas.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Inconsistency of teacher assistant win the classrooms supporting with interventions.

Root Cause 3: Without substitute teachers picking up assignments, TAs end up covering those classes.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Attendance fluctuates when COVID cases rise on campus.

Root Cause 4: Reporting COVID cases on campus.

Problem of Practice 4 Areas: Perceptions

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Board Goals

Revised/Approved: September 10, 2022

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

Goal 1: ELAR-The percentage of 3rd grade students performing at or above grade level in reading as measured by the Meets grade level standard on STAAR Reading will increase by 9 percentage points from 51% in Spring 2022 to 60% in Spring 2023.




Strategic Priorities:









Expanding Educational Opportunities

Measurable Objective 1: The percentage of kindergarten through 3rd grade students Meeting Expectations in Reading as measured by Running Records will increase to 80% from 18% by the End of the Year 2023.

Evaluation Data Sources: Fountas & Pinnell

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Guided Reading and Small Group are part of the daily literacy block. Strategy's Expected Result/Impact: Student reading levels will increase to Meeting Expectations. More students reading at appropriate reading level. Staff Responsible for Monitoring: Literacy Teacher Specialist Literacy Teachers Literacy Interventionists Action Steps: 1. Students will be engaged in Guided Reading 2-3 days per week based upon reading level. 2. Interim Running Records will be taken to evaluate student progress. 3. Analyze Formative Benchmark Running Records BOY, MOY, EOY to drive small group Guided Reading instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 30 minutes of daily campus wide Intervention for students. Strategy's Expected Result/Impact: Student reading levels will increase with daily interventions. Staff Responsible for Monitoring: Literacy Teacher Specialist Literacy Teachers Literacy Interventionists Action Steps: 1. Students will be engaged in 30 minutes of daily, targeted interventions. 2. Analyze interventionist tracker to help drive intervention lessons. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize REN360 resources to adjust instructional plan and use for flexible grouping. Strategy's Expected Result/Impact: Increase in Scale score. Staff Responsible for Monitoring: Campus Administration REN360 Coordinator Action Steps: 1. Analyze REN360 data: BOY, MOY, EOY 2. Use data to regroup students according to needs to drive small group and interventions. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Under identification of GT and dyslexia students. Root Cause: Staff knowledge of how to identify students.
School Processes & Programs
Problem of Practice 1: Inconsistency of teacher assistant win the classrooms supporting with interventions. Root Cause: Without substitute teachers picking up assignments, TAs end up covering those classes.

Perceptions
Problem of Practice 1: Attendance fluctuates when COVID cases rise on campus. Root Cause: Reporting COVID cases on campus.

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

Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measure by the Meets Grade Level Standard on STAAR will increase by 9 percentage points from 51 % in Spring 2022 to 60% in Spring of 2023




Strategic Priorities:









Expanding Educational Opportunities

Measurable Objective 1: The percentage of students performing At/Above Grade Level standards on Math STAAR Interim assessments will increase 20% between STAAR Interim 1 to STAAR Interim 2.

Evaluation Data Sources: Interim Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Focused TEKS Intervention on prioritized TEKS during Guided Math instruction 3 times per week.</p> <p>Strategy's Expected Result/Impact: Student performance in priority TEKS will increase by 5% increments during each assessment.</p> <p>Staff Responsible for Monitoring: Principal Math Teachers Math Interventionists</p> <p>Action Steps: 1. Zearn math implementation 2. Guided Math Instruction will occur 3 days per week to provide focused support to students in grades PK-5. 3. School Wide Interventions 30 minutes per instructional day. 4. Tier 3 pull-out Math Interventions.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Numerical Fluency using Number Talks and Number Strings Strategy's Expected Result/Impact: Students will begin to gain automaticity in Fact Fluency Staff Responsible for Monitoring: Campus Administrators Math Teachers Action Steps: 1. Monitor continued and consistent implementation of Number Talks/Number Strings with Hand2Mind Resource liaison. 2. Number Talks and Number Strings will be completed 5 days per week in grades PK-5th. 3. HB3 Guided Math Instruction in 2nd - 3rd Grade. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Offer After School and Saturday tutorials for students in 3rd through 5th grade needing intervention based on REN360 Assessments and other district/campus formative assessments and teacher recommendations. Strategy's Expected Result/Impact: Students will perform at a higher level on STAAR because of regular attendance in tutorials. Staff Responsible for Monitoring: Campus administrators Math teachers Math Interventionists Action Steps: 1. Identify students based on data points 2. Invite students to attend after school tutorials 3. Encourage student attendance Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Science is not being taught with fidelity in grades PK-4. Root Cause: Science teachers in grades PK-4 struggling with time and incorporating science content into other content areas.

School Processes & Programs
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Problem of Practice 1: Inconsistency of teacher assistant win the classrooms supporting with interventions. Root Cause: Without substitute teachers picking up assignments, TAs end up covering those classes.
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Perceptions

Problem of Practice 1: Attendance fluctuates when COVID cases rise on campus. Root Cause: Reporting COVID cases on campus.
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: SCHOOL PROGRESS The percentage of students in grades 1st - 5th grade meeting district promotion standards will remain at/or above 95% for 2022-2023 school year.




Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: The percentage of 1st and 2nd grade students Meeting Requirements of High Frequency Word Evaluation will be 90% for the 2022-23 school year.

Evaluation Data Sources: HFWE

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: High Frequency Words interventions provided by support staff. Strategy's Expected Result/Impact: Student will increase High Frequency Word recognition Staff Responsible for Monitoring: Campus Administrators Literacy Teachers Literacy Interventionists Action Steps: 1. Enrichment teachers will integrate High Frequency Words into weekly lessons for grades K-2. 2. Media Specialist/Librarian teacher will pull small groups of students to practice High Frequency Words during class time in grades K-2. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Teachers will hold mid-year (Dec-Jan), parent teacher conferences with students not meeting promotion standards and at risk of retaining. Strategy's Expected Result/Impact: Parental support Students course averages will increase Staff Responsible for Monitoring: Campus Administrators Classroom teachers Action Steps: Schedule in Master Schedule Parent Conference dates Train teachers on how to hold an effective in-person parent conference Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: In January, Attendance Committee will meet with parents of students who have 10% unexcused absences by end of 3rd cycle. Strategy's Expected Result/Impact: Student attendance will improve Staff Responsible for Monitoring: SIMS Clerk Counselor Wrap Around Specialist Campus Administrators Teachers Action Steps: 1. Create Attendance committee 2. Implement Attendance plan 3. Meet with parents of students 4. Make home visits for chronic absences 5. Offer attendance incentives Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Under identification of GT and dyslexia students. Root Cause: Staff knowledge of how to identify students.
School Processes & Programs
Problem of Practice 1: Inconsistency of teacher assistant win the classrooms supporting with interventions. Root Cause: Without substitute teachers picking up assignments, TAs end up covering those classes.
Perceptions
Problem of Practice 1: Attendance fluctuates when COVID cases rise on campus. Root Cause: Reporting COVID cases on campus.

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

Goal 1: The percentage of students receiving special education services reading At or Above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 8 percentage points from 32% in Spring 2022 to 40% in Spring 2023.




Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services achieving Approaches on the STAAR 3-5 Reading Assessment will increase 10 percentage points from 58% in Spring 2022 to 68% in Spring 2023.

Evaluation Data Sources: STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Interventionists will pull out Tier 3 SPED students. Strategy's Expected Result/Impact: Students will demonstrate academic growth. Staff Responsible for Monitoring: Campus Administrators SPED Chairperson Literacy Interventionists Action Steps: 1. Review classroom/district assessments 2. Focus on priority TEKS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: All special education students' reading levels will increase by one academic school year. Strategy's Expected Result/Impact: Growth in reading ability Staff Responsible for Monitoring: SPED Chairperson Classroom teachers Literacy Interventionists Action Steps: 1. Identify current reading levels 2. Monitor student progress 3. Monitor guided reading implementation in classrooms Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: All Special Education students will receive additional interventions during the school-wide intervention block of 7:45-8:15 a.m. Strategy's Expected Result/Impact: Growth in reading Staff Responsible for Monitoring: Classroom Teachers Interventionists Campus Administrators. Action Steps: 1. Train staff on guided reading 2. Students placed in flexible grouping according to data Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Inconsistency of teacher assistant win the classrooms supporting with interventions. Root Cause: Without substitute teachers picking up assignments, TAs end up covering those classes.

Perceptions
Problem of Practice 1: Attendance fluctuates when COVID cases rise on campus. Root Cause: Reporting COVID cases on campus.

Board Goal 5: N/A - Additional Campus Goals




Goal 1: ATTENDANCE For the 2022-2023 school year, the student attendance rate will increase from 93.5% to 95%.







Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022-2023 school year, all students who are not on campus by 8:15 a.m. will receive a call from a school representation.

Evaluation Data Sources: Power School Attendance

Strategy 1 Details		Reviews			
Strategy 1: School-wide process of initial attendance will be collected at 8:15 a.m. Strategy's Expected Result/Impact: Students will attend school. Staff Responsible for Monitoring: Homeroom Teachers Support staff: Teacher Assistants and Front Office Administrators Action Steps: Distribute Attendance form Assign support staff to pick up form daily Assign staff to call home daily Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 2 Details	Reviews			
Strategy 2: After 2nd unexcused absence is submitted, all students will be referred to Counselor and Wrap Around Specialist. Strategy's Expected Result/Impact: Identify potential issues not allowing students to be on time. Students will be present Staff Responsible for Monitoring: Campus Administrators SIR Wrap Around Specialist Counselor Action Steps: 1. Counselor trained on pulling reports from Power School. 2. Schedule attendance bi-weekly meeting with principal to monitor progress or give updates Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Attendance committee will meet with parents of all students who have 3 or more unexcused absences. Strategy's Expected Result/Impact: Students will attend school Family placed on attendance contract Staff Responsible for Monitoring: Counselor Wrap Around Specialist Attendance Committee Administrators Action Steps: Establish attendance committee Set up bi-weekly meeting expectations Monitor attendance Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Attendance fluctuates when COVID cases rise on campus. Root Cause: Reporting COVID cases on campus.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE




Strategic Priorities:


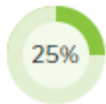




Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022-2023 school year, out of school suspensions will decrease from 5 to no more than 3.

Evaluation Data Sources: Power School

PEIMS Discipline data

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will be trained on our campus discipline framework during preservice. Strategy's Expected Result/Impact: Alignment and consistency across the campus regarding discipline procedures and expectations. Staff Responsible for Monitoring: Campus administrators Teachers Staff Action Steps: Update campus discipline framework Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: 100% of students will be engaged with an SEL lesson at the start of the school day, led by their homeroom teacher or counselor. Strategy's Expected Result/Impact: Decrease student inappropriate behaviors. Improvement in student social interactions Staff Responsible for Monitoring: Homeroom teachers Campus administrators Counselor Action Steps: 1. Counselor will share weekly lesson activities/discussion with teachers on a monthly basis. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students with chronic discipline incidents will be placed on a behavior plan through IAT. Strategy's Expected Result/Impact: Improvement in student discipline Staff Responsible for Monitoring: IAT Liason Counselor Classroom teachers Campus administrators Action Steps: 1. Communicate to teachers expectations of behavior plan 2. Identify chronic behavior Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION





Strategic Priorities:






Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2021-2022 school year, 100% of bullying incidents will be referred to the school counselor for further investigation and attention.

Evaluation Data Sources: Discipline Referrals

PEIMS Data

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will learn how to initiate a student referral for bullying. Strategy's Expected Result/Impact: Students will feel safe at school. Staff Responsible for Monitoring: Counselor Action Steps: Create a form for students to complete when they need to report a bullying incident. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers and staff will complete HISD's online bullying, suicide, and child abuse prevention training. Strategy's Expected Result/Impact: Teachers and staff are aware of their responsibility Staff Responsible for Monitoring: Campus administrators Action Steps: 1. Inform teachers of OneSource course number 2. Training must be completed by August 22. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Parents will be informed of all bullying allegations towards their child when they occur. Strategy's Expected Result/Impact: Parent support Improvement in student behaviors Staff Responsible for Monitoring: Counselor Teachers Campus Administrators Action Steps: 1. Investigation of counselor and administrator to determine bullying incident 2. Parent meetings Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

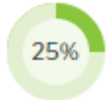






Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Transforming Academic Outreach








Measurable Objective 1: The percentage of students receiving special education services achieving Approaches on the STAAR 3-5 Reading Assessment will increase 10 percentage points from 58% in Spring 2022 to 68% in Spring 2023.

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Identify these SPED students by October 2022. Strategy's Expected Result/Impact: Targeted interventions will take place Staff Responsible for Monitoring: Teachers SPED Chairperson Campus administrators Action Steps: 1. Review 2022 STAAR data for SPED students Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 2: 100% of SPED students will have their designated supports as indicated in their IEPs and be in use by September 30, 2022.

Evaluation Data Sources: Campus and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with IEPs by August 22, 2022 , which includes the students designated supports. Strategy's Expected Result/Impact: Teachers will know what designated supports they need to have in place by September 30, 2022. Staff Responsible for Monitoring: SPED Chairperson Teachers Administrators Action Steps: 1. Provide IEPs to teachers 2. Train teachers on the different designated supports. 3. Administrators will conduct walkthroughs to ensure these supports are in place in the classrooms. Title I: 2.4, 2.5, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: 100% of 3rd-5th grade SPED students in Tier 3 will be pulled out by an Interventions.

Evaluation Data Sources: OnTrack reports
STAAR Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus interventionists will include SPED students in their pull-out schedules. Strategy's Expected Result/Impact: SPED students will receive additional support to meet their individual needs. Staff Responsible for Monitoring: SPED Chairperson Teachers Interventionists Administrators Action Steps: 1. Interventionists know which students they will need to include in their schedules. 2. Interventionists begin pullouts by August 31, 2022. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

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





Strategic Priorities:








Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: For the 2022-23 school year, the gifted and talented population will increase from 5.2% to 8%.

Evaluation Data Sources: Power School

Teacher Recommendations

Strategy 1 Details	Reviews			
Strategy 1: 100% of De Chaumes classroom teachers will be GT certified. Strategy's Expected Result/Impact: Effectively serving GT students. Staff Responsible for Monitoring: GT Coordinator Teachers Administrators Action Steps: 1. GT Coordinator will provide training dates to teachers 2. All returning teachers will earn their 6 hour update. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 100% of faculty will be trained on identification trained on the identification of special populations (GT, dyslexia, AU, etc). Strategy's Expected Result/Impact: Early identification of students Staff Responsible for Monitoring: Classroom Teachers SPED chairperson Administrators Action Steps: 1. SPED department will conduct training during PLC 2. GT Coordinator will train teachers on GT characteristics. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: All GT students will have an active Gifted Education Plan. Strategy's Expected Result/Impact: Individualized instruction to meet the needs of students Staff Responsible for Monitoring: GT Coordinator Teachers Action Steps: 1. Train teachers on creating a GEP 2. Monitor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals




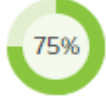
Goal 6: PARENT and COMMUNITY ENGAGEMENT






Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: During the 2022-2023 school year, there will be 85% parent involvement in school wide activities, meeting, or events.

Evaluation Data Sources: Title 1

Strategy 1 Details		Reviews			
Strategy 1: A monthly event calendar will go home with students, be posted in ClassDojo, and available on our school website. Strategy's Expected Result/Impact: Parents will be aware of the planned engagement opportunities. Staff Responsible for Monitoring: Campus Administrators Campus technologist Action Steps: 1. Create calendar with teacher input between the 2-3 week of each month for the following month. 2. Send out calendar the day before the start of the month. Title I: 2.4, 2.5, 2.6, 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: There will be at least one parent engagement activity per month. Strategy's Expected Result/Impact: Increase in parental involvement Staff Responsible for Monitoring: Counselor WrapAround Specialist Title 1 Coordinator Campus Administrators Action Steps: 1. Develop community calendar 2. Send monthly communication regarding parent activities Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 3 Details	Reviews			
Strategy 3: Send school community communication via school messenger (call, text, email), marquee, and school website. Strategy's Expected Result/Impact: Increase in parental involvement Staff Responsible for Monitoring: Technologist Teachers Campus administrators Action Steps: 1. Ensure campus administrators have access to School messenger 2. Ensure technologists receives monthly dates and updates marquee and website Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals








Goal 7: MANDATED HEALTH SERVICES

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








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being








Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before December 22, 2022.

Strategy 1 Details		Reviews			
Strategy 1: Ms. Guzman(teacher assistant) will support Nurse Vauthrin in the clinic, 2 hours a day so that data entry for the 700+ students can occur during the school day. Strategy's Expected Result/Impact: Deadline will be met. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Develop schedule for Ms. Guzman. Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 22, 2022.

Strategy 1 Details		Reviews			
Strategy 1: Ms. Guzman(teacher assistant) will support Nurse Vauthrin in the clinic, so that 308 students can be screened during the school day. Strategy's Expected Result/Impact: All students vision needs will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 22, 2022.

Strategy 1 Details		Reviews			
Strategy 1: Ms. Guzman (teacher assistant) will support Nurse Vauthrin in the clinic, so that 502 students can be screened during the school day. Strategy's Expected Result/Impact: All students hearing needs will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue








Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 22, 2022.

Strategy 1 Details		Reviews			
Strategy 1: Ms. Guzman (teacher assistant) will support Nurse Vauthrin in the clinic, so that 308 students can be screened during the school day. Strategy's Expected Result/Impact: Students at risk of diabetes will be identified. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Create schedule for screenings 2. Create schedule for clinic coverage		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 5: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

Strategy 1 Details		Reviews			
Strategy 1: De Chaumes safety team will be trained by Nurse Vauthrin with the use of EpiPen by September 30, 2022. Strategy's Expected Result/Impact: Safety Team will know location of EpiPen and proper application. Staff Responsible for Monitoring: Nurse Vauthrin Principal Safety Team Action Steps: 1. Identify Safety Team members 2. Schedule and complete training Title I: 2.6		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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

Strategy 1 Details	Reviews			
Strategy 1: Nurse Vauthrin will create year long schedule for the monthly maintenance checks of all AEDs. Strategy's Expected Result/Impact: AEDs will be properly maintained. Staff Responsible for Monitoring: Nurse Vauthrin Principal Action Steps: 1. Review schedule 2. Enter dates in master calendar Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals











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

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








Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: For the 2022-2023 school year, students will attend P.E. once a week for 45 minutes.

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught by a certified physical education teacher. Strategy's Expected Result/Impact: Students will be physically active. Staff Responsible for Monitoring: Administrators PE Teacher Action Steps: 1 Develop enrichment schedule where students go to PE once a week. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily recess will be embedded into the master schedule for all students Strategy's Expected Result/Impact: Students will be physically active throughout the school year. Staff Responsible for Monitoring: PE teacher Homeroom teachers Campus administrators Action Steps: 1. Create master schedule 2. Ensure teachers are taking students out to recess, weather permitting. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: For the 2022-23 school year, nutrition services will be invited to at least one of our parent engagement nights.

Strategy 1 Details		Reviews			
Strategy 1: Reach out to Nutrition Services for participation in a parent meeting and/or family night. Strategy's Expected Result/Impact: Inform parents about proper nutrition. Staff Responsible for Monitoring: Principal Counselor WrapAround Specialist Action Steps: 1. Schedule a meeting with Nutrition Services. Title I: 2.6, 4.1, 4.2		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Guided Reading and Small Group are part of the daily literacy block.
1	1	1	2	30 minutes of daily campus wide Intervention for students.
1	1	1	3	Utilize REN360 resources to adjust instructional plan and use for flexible grouping.
2	1	1	1	Focused TEKS Intervention on prioritized TEKS during Guided Math instruction 3 times per week.
2	1	1	2	Numerical Fluency using Number Talks and Number Strings
2	1	1	3	Offer After School and Saturday tutorials for students in 3rd through 5th grade needing intervention based on REN360 Assessments and other district/campus formative assessments and teacher recommendations.
3	1	1	1	High Frequency Words interventions provided by support staff.
3	1	1	2	Teachers will hold mid-year (Dec-Jan), parent teacher conferences with students not meeting promotion standards and at risk of retaining.
3	1	1	3	In January, Attendance Committee will meet with parents of students who have 10% unexcused absences by end of 3rd cycle.
4	1	1	1	Interventionists will pull out Tier 3 SPED students.
4	1	1	2	All special education students' reading levels will increase by one academic school year.
4	1	1	3	All Special Education students will receive additional interventions during the school-wide intervention block of 7:45-8:15 a.m.
5	1	1	1	School-wide process of initial attendance will be collected at 8:15 a.m.
5	1	1	2	After 2nd unexcused absence is submitted, all students will be referred to Counselor and Wrap Around Specialist.
5	1	1	3	Attendance committee will meet with parents of all students who have 3 or more unexcused absences.
5	2	1	1	100% of teachers will be trained on our campus discipline framework during preservice.
5	2	1	2	100% of students will be engaged with an SEL lesson at the start of the school day, led by their homeroom teacher or counselor.
5	2	1	3	Students with chronic discipline incidents will be placed on a behavior plan through IAT.
5	3	1	2	100% of teachers and staff will complete HISD's online bullying, suicide, and child abuse prevention training.
5	3	1	3	Parents will be informed of all bullying allegations towards their child when they occur.
5	4	1	1	Identify these SPED students by October 2022.
5	4	2	1	Provide teachers with IEPs by August 22, 2022 , which includes the students designated supports.
5	4	3	1	Campus interventionists will include SPED students in their pull-out schedules.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	2	100% of faculty will be trained on identification trained on the identification of special populations (GT, dyslexia, AU, etc).
5	5	1	3	All GT students will have an active Gifted Education Plan.
5	6	1	2	There will be at least one parent engagement activity per month.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Guided Reading and Small Group are part of the daily literacy block.
1	1	1	2	30 minutes of daily campus wide Intervention for students.
1	1	1	3	Utilize REN360 resources to adjust instructional plan and use for flexible grouping.
2	1	1	1	Focused TEKS Intervention on prioritized TEKS during Guided Math instruction 3 times per week.
2	1	1	2	Numerical Fluency using Number Talks and Number Strings
2	1	1	3	Offer After School and Saturday tutorials for students in 3rd through 5th grade needing intervention based on REN360 Assessments and other district/campus formative assessments and teacher recommendations.
3	1	1	1	High Frequency Words interventions provided by support staff.
3	1	1	2	Teachers will hold mid-year (Dec-Jan), parent teacher conferences with students not meeting promotion standards and at risk of retaining.
3	1	1	3	In January, Attendance Committee will meet with parents of students who have 10% unexcused absences by end of 3rd cycle.
4	1	1	1	Interventionists will pull out Tier 3 SPED students.
4	1	1	2	All special education students' reading levels will increase by one academic school year.
4	1	1	3	All Special Education students will receive additional interventions during the school-wide intervention block of 7:45-8:15 a.m.
5	1	1	1	School-wide process of initial attendance will be collected at 8:15 a.m.
5	1	1	2	After 2nd unexcused absence is submitted, all students will be referred to Counselor and Wrap Around Specialist.
5	1	1	3	Attendance committee will meet with parents of all students who have 3 or more unexcused absences.
5	2	1	1	100% of teachers will be trained on our campus discipline framework during preservice.
5	2	1	2	100% of students will be engaged with an SEL lesson at the start of the school day, led by their homeroom teacher or counselor.
5	2	1	3	Students with chronic discipline incidents will be placed on a behavior plan through IAT.
5	3	1	2	100% of teachers and staff will complete HISD's online bullying, suicide, and child abuse prevention training.
5	3	1	3	Parents will be informed of all bullying allegations towards their child when they occur.
5	4	1	1	Identify these SPED students by October 2022.
5	4	2	1	Provide teachers with IEPs by August 22, 2022 , which includes the students designated supports.
5	4	3	1	Campus interventionists will include SPED students in their pull-out schedules.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	2	100% of faculty will be trained on identification trained on the identification of special populations (GT, dyslexia, AU, etc).
5	5	1	3	All GT students will have an active Gifted Education Plan.
5	6	1	2	There will be at least one parent engagement activity per month.

State Compensatory

Budget for 137 De Chaumes Elementary School

Total SCE Funds: \$171,152.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

These funds will be used in the following areas: staff salaries, general supplies, and updating technology in the classrooms.

Personnel for 137 De Chaumes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Maldonado, Conni	Academic Tutor	1
Robertson, Brett	Tchr, Theater	0.5

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

De Chaumes Elementary is located at 155 Cooper Road and serves students in grades PreK-5 in the North Area. Enedith Silerio is the school principal. De Chaumes is 100% Title I. The school is composed of approximately 98.4% Hispanic students, 0.81% African American students, and 0.67% White students. The total enrollment for the 2021-2022 school year was 738, there were 7.9% Special Education students, 56.6% LEP students, and 79.9% At-Risk Students. The attendance rate for 2021 - 2022 was 93.5%. COVID continued to impact our student attendance rate. Data analysis of the Universal Screener, Benchmark Running Records, and TELPAS data will be used to provide targeted support for at-risk students. Priority will be placed on increasing EL students TELPAS achievement levels and implementing with fidelity, sheltered instruction practices. Attention to growing all students, specifically, challenging students to achieve at the Masters level in all subject areas is our priority. Data tracking systems that allows students to take ownership of their academic progress, teachers to plan to improve content delivery, and administrators to monitor progress to close academic gap will be implemented. Systematic School Wide intervention to ensure that none of our students lack learning opportunities to master each academic objective as mandated by TEA. Teacher and administrator will attend professional development on instructional practices for differentiating high achieving students, monitoring of implementation, tracking of growth, and community awareness and education events will address this need. De Chaumes will continue to focus on ensuring special education students are successful in both achievement and growth through continued development in providing accommodations, increased classroom community inclusion, training and development in the implementation and utilization of accommodations through RTI and monitoring through the IAT team.

Measurable Objectives:

60 % of our 3-5th graders will meet the Meets level in STAAR Reading

60% of our 3rd-5th graders will meet the Meets level in STAAR Math

30 % of our 3rd -5th graders will meet the Masters level in STAAR Reading

30% of our 3rd-5th grader will meet the Masters level in STAAR Math.

The attendance rate will be at 95 %.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents, members of our PTO, teachers, and staff.

Community Meeting dates:

April 26, 2022

May 30, 2022

2.2: Regular monitoring and revision

Monitoring students progress occurs through OnTrack reports:

BOY High Frequency Word Evaluation (Gr. 1-2)

Math DFA #1 & #2 (Gr. 1-5)

BOY REN360 report

TX KEA (Kinder)

Running Records (Gr. 1-5)

We review Tier II and Tier III student data every 6 weeks to adjust student interventions.

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

CIP is provided in both English and Spanish. These versions are available in hardcopy in the school's front office, and the school's HISD webpage.

2.4: Opportunities for all children to meet State standards

School wide intervention block from 7:45-8:15

Tier III pullouts by interentionists

Small Group component embedded in all core content area classes

Academic Tutorials for grades 1st-5th offered after school in reading and math

WrapAround Specialist supports parents through classes on how to support their child academically.

2.5: Increased learning time and well-rounded education

Attendance incentives are rewdrd based given twice per 6-week cycle. In addtion, our WrapAround Specialist does weekly drawings for students/classes with perfect attendance.

At 8:15 we do an initial attendance count, and make phone calls to students who have not arriveed to school.

Excessive absences are targeted by the WrapAround Specialist and school counselor and home visits are made.

All students have 2 field trips where they're exposed to the world around them (NASA, HMNS, MFA, oil ranch, Houston Zoo, middles schools)

All students receive a mininum of 135 minutes per week of Fine Arts instruction (Music, Visual Arts, Theatre) during thir Enrichment block.

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

School wide intervention block from 7:45-8:15

Tier III pullouts by interentionists

Small Group component embedded in all core content area classes

Academic Tutorials for grades 1st-5th offered after school in reading and math

WrapAround Specialist supports parents through classes on how to support their child academically.

Weekly PLCs target building teacher capacity and are data driven.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Data Reviewed through OnTrack reports:

BOY High Frequency Word Evaluation (Gr. 1-2)

Math DFA #1 & #2 (Gr. 1-5)

BOY REN360 report

TX KEA (Kinder)

Running Records (Gr. 1-5)

TEA 21-22 STAAR Performance Reports

TELPAS Performanc Reports

EOY REN360 Reports

EOY Running Records

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed with parents, teachers, and other stakeholders. The policy is located on the school's webpage and a hardcopy is available to parent in the front foyer area of th school. The policy is dissiminated during parent meetings (e.g. Donuts at De Chaumes) held on campus.

4.2: Offer flexible number of parent involvement meetings

All meetings have been in person:

Back to School - September 13, 2022 from 3:45 p.m. to 5:30 p.m. (Fall Annual Mtg)

Parent Family Engagement Policy Review - September 16, 2022 from 9:00 - 10:00 a.m.

Donuts at De Chaumes - October 25, 2022 from 8:30 - 10:30 a.m. (Fall Annual Mtg)

Parent Family Engagement Policy Review - September 27, 2022 from 3:30 p.m. to 4:30 p.m.

Tentative Date:

February 28, 2023 from 8:30-9:30 a.m.

March 7, 2023 from 4:00-5:00 p.m.

March 28, 2023 from 8:30-9:30 a.m.

April 4, 2023 from 4:00-5:00 p.m.

5. Targeted Assistance Schools Only

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

As a school-wide Title 1 campus all students are able to receive support from Title 1 funds. However, assessment data (STAAR, HFW, Running Records, REN360 or academic standing) are used to determine student support needs. Support is provided through interventionists who are paid through Title 1 funds. After school academic tutorials are paid through Title 1 funds.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abigail Medrano	Academic Tutor	Interventions	1
Sujin Hwang	Math Interventionist	Interventions	1
Susana Alejo	Teacher Assistant	Early Childhood	1
Veronica Temple	Reading Interventionist	Interventions	1

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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

SIP APPROVAL 2022-2023

School Name and Campus #: De Chaumes Elementary, 137

Principal Name: Enedith Silerio

School Office: ESO2

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on 10-18-2022 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

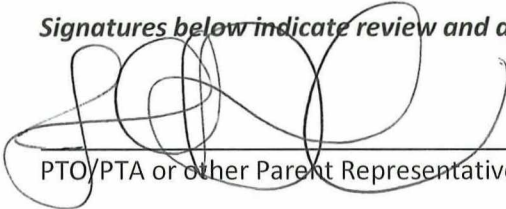


Principal

9/30/22

Date

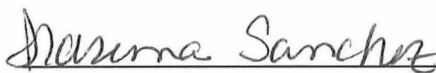
Signatures below indicate review and approval of this document.



PTO/PTA or other Parent Representative

9/30/22

Date



SDMC Teacher Representative

9/30/22

Date



School Support Officer/Lead Principal

9/30/22

Date



School Office Assistant Superintendent

9-30-22

Date

Effective Schools Facilitator (ESF) or Professional
Service Provider (PSP)

(if applicable or still in use under grant contract)

Date