

**Houston Independent School District**  
**182 Jefferson Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 14, 2021



# Mission Statement

Committed to excellence in all that we do, Jefferson Elementary educates all PK-5<sup>th</sup> grade scholars for career and college readiness through rigorous lessons and targeted instruction.

## Vision

Jefferson Elementary develops confident and critical thinkers who are motivated to grow as life-long learners with strong academic skills and inquisitive attitudes.

Jefferson Elementary provides an academically and behaviorally rigorous environment with a focus on literacy instruction for the children of North Houston. We provide an intense focus on literacy skills to ensure that each of our scholars is reading on grade level by the end of second grade. Our intensive literacy instruction then allows us to meet the individual needs of every Jefferson student in the other core content areas.

We believe that to truly prepare each child for the rigors of middle school, high school, and college we must provide them with an engaging environment that is demanding. At Jefferson Elementary all scholars are held accountable for class work, homework, mastery of learning objectives and behavioral expectations on a daily basis.

Aristotle said that “Excellence is never an accident. It is always the result of high intention, sincere effort and intelligent execution; it represents the wise choice of many alternatives – choice, not chance determines your destiny.” Scholars at Jefferson Elementary are provided with excellence and taught to have excellence in all they do. This constant pursuit of excellence lives within a culture of respect and drives everything in our school community.

## Value Statement

Jefferson Scholars will:

Reach their full potential through

Opportunities that will

Achieve academic excellence in a  
**Respectful and engaging environment**

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# Comprehensive Needs Assessment

Revised/Approved: August 9, 2021

## Demographics

### Demographics Summary

Enrollment: 358; EL 34%; SpEd 9%; GT 3%; Economically Disadvantaged 94%; Hispanic 92%; African American 7%; White 1%. Jefferson is a Title I school-wide campus. There are 21 classroom teachers, 4 ancillary teachers, 1 Preschooler Acquiring Learning Skills (PALS) teacher, 1 special education resource teacher, 1 Structured Learning Classroom (SLC) teacher, 2 full-time clerks, 6 Special Education teaching assistants, 1 instructional teaching assistant, 1 school secretary 1 teacher specialist, 1 counselor, 1 wrap around resource specialist, 1 assistant principal, and 1 principal.

### Demographics Strengths

Jefferson Elementary is fortunate to have a diverse student population. We are a platinum certified Family & Community Engagement campus with active parent involvement. We partner with CODA to provide enrichment opportunities for our students. We also partner with Texas Tech to support our students and develop our new teacher pipeline. In addition, our Wraparound Specialist provides parent resources and trainings for our school community.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Addressing the social and emotional needs of students living in low socio-economic situations, such as homeless students **Root Cause:** The Covid-19 pandemic and virtual learning limited students' exposure to social/emotional skill building opportunities

# Student Learning

## Student Learning Summary

Based on the most recent state accountability data, 86% of 3rd-5th grade students met standard in math, 79% of 3rd-5th grade students met standard in reading, 70% of 4th-grade students met standard in writing and 79% of 5th graders met standard in science during the 2018-2019 school year. During the 2019-2020 and 2020-2021 school years limited student learning data was collected due to the Covid-19 pandemic. Based on the two thirds of students who took the 2020-2021 STAAR assessments, 34% of 3rd-5th grade students met standard in math, 45% of 3rd-5th grade students met standard in reading, 36% of 4th grade students met standard in writing, and 34% of 5th grade students met standard in science. Based on the 95% of EL students who completed TELPAS during the 2020-2021 school year, 22% met the yearly progress goal. In addition, 79% of 1st and 2nd grade students passed the High Frequency Word Evaluation during the 2021-2022 school year.

## Student Learning Strengths

Jefferson Elementary students demonstrated a lot of growth prior to the Covid-19 pandemic. Our state accountability rating was 89, including a notable Closing the Gaps score of 96. During the pandemic, student achievement scores decreased, however the majority of 1st and 2nd graders demonstrated mastery on the High Frequency Word Exam, a foundation for future reading success. We also implemented our first fully online testing season and students learned how to navigate online testing platforms.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** During the Covid-19 pandemic students showed limited progress, especially at the Meet and Masters levels **Root Cause:** Lack of social interaction, limited language acquisition, and frequent disruptions due to virtual instruction, social distance requirements in face to face classrooms, and periodic quarantining of both students and teachers

**Problem of Practice 2 (Prioritized):** Interventions must address the specific academic needs of special populations (Hispanic, English Learners, African-American, and Special Education). **Root Cause:** Lack of target planning for special populations.

**Problem of Practice 3 (Prioritized):** Math, Reading, and Science were significantly impacted by the pandemic due to lack of hands on experiments, limited access to manipulatives, and participation in virtually learning. **Root Cause:** Virtual instruction and social distance requirements in the classroom for face to face instruction.



# School Processes & Programs

## School Processes & Programs Summary

Jefferson Elementary offers Pk-5th grade instructional as well as several specialized programs - Explore, PALS, SLC Standard, SPED Resource, Speech Therapy, Dyslexia, Transitional Bilingual, ESL, and neighborhood GT. All of our teachers are either bilingual or ESL certified within their first year at Jefferson. We utilize the following curriculum and instructional programs and professional development with our staff and students - Neuhaus Reading, Vountoure Math, STEMscopes Science, Empowering Writers, and Sanford Harmony SEL. We are also offering new ancillary enrichment opportunities for students this year - P.E., Music, Social/Emotional Learning, and Technology. In addition, we partner with CODA to provide violin lessons for students, and we offer after-school clubs based on student and teacher interests on Mondays. Our school Counselor provides one on one and group counseling sessions for students and our Wraparound Specialists supports families with attendance and other needs. This year we had four teacher vacancies. New teachers are supported by our Campus Induction Coordinator and mentor/buddy teachers. We partner with Texas Tech to mentor student teacher candidates and provide a pipeline to recruit highly effective teachers with knowledge of our campus and systems (this partnership was on hold due to the Covid-19 pandemic but will return for the 2021-2022 school year). We retain teachers through an open-door policy, clear communication, supportive administration, and teacher input and leadership opportunities.

## School Processes & Programs Strengths

We offer a variety of programs to meet our diverse student needs - both academic and enrichment. We are offering more Social/Emotional learning opportunities this year to counteract the effects of the Covid-19 pandemic. We are renewing our partnership with Texas Tech to mentor and hire highly effective teachers as vacancies become available. We support our staff with professional development, resources, and expectations that are consistent across the school.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** Adapting our curriculum and instruction to meet the needs of students given the gaps created by the Covid-19 pandemic **Root Cause:** Gaps widened due to virtual instruction, social distancing during face-to-face instruction, and virtual professional development for teachers

# Perceptions

## Perceptions Summary

Jefferson Elementary's core belief is that all students are provided with a highly effective teacher in every classroom. Teachers are trained each year in best instructional practices during pre-service, PLC, and planning sessions scheduled throughout the school year. In addition, students are taught that high academic achievement is not only expected but achievable for all students. Students are taught how to track their own progress and with the help of the teachers set realistic goals that are monitored throughout the school year. Having a safe learning environment is essential for academic achievement. The administration team provides teachers with ongoing professional development around classroom management and SEL best practices. The goal for our students is to learn strategies around conflict resolution. Jefferson Elementary's focus is to meet the core Board by providing all stakeholders a safe learning environment.

## Perceptions Strengths

The administration team has worked to develop a culture that shows respect for all of our teachers and staff. All stakeholders have high expectations for student achievement. Our school welcomes and encourages parents to be involved in the school and community. Teachers collaborate with students in reviewing their own data so they are able to set reasonable goals that will hold students accountable for their learning and keep them aware of their growth or the areas they need to develop in. Jefferson maintains a focus on learning and excellence. Students are encouraged to be leaders in school and their community.

Our Wrap Around Specialist assists our families with resources and trainings that will help them when they are needed.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Addressing the financial constraints in improving the appearance of our building and grounds. **Root Cause:** Response to work orders from district.

**Problem of Practice 2:** Addressing behavior with consistency throughout school. **Root Cause:** Lack of time to attend professional development.

# Priority Problems of Practice

**Problem of Practice 1:** During the Covid-19 pandemic students showed limited progress, especially at the Meet and Masters levels

**Root Cause 1:** Lack of social interaction, limited language acquisition, and frequent disruptions due to virtual instruction, social distance requirements in face to face classrooms, and periodic quarantining of both students and teachers

**Problem of Practice 1 Areas:** Student Learning

**Problem of Practice 2:** Interventions must address the specific academic needs of special populations (Hispanic, English Learners, African-American, and Special Education).

**Root Cause 2:** Lack of target planning for special populations.

**Problem of Practice 2 Areas:** Student Learning

**Problem of Practice 3:** Math, Reading, and Science were significantly impacted by the pandemic due to lack of hands on experiments, limited access to manipulatives, and participation in virtually learning.

**Root Cause 3:** Virtual instruction and social distance requirements in the classroom for face to face instruction.

**Problem of Practice 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.





# Board Goals

Revised/Approved: August 9, 2021

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** ELAR: The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 6 percentage points from 48% in spring 2019 to 54% in spring 2024.

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 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 will increase 13 percentage points from 17% in spring 2021 to 30% in spring 2022. <b>Evaluation Data Sources:</b> STAAR 2022 <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.

**Strategy's Expected Result/Impact:** Student achievement will improve due to increase motivation created by students tracking their own data and celebrating their growth.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher Specialist

**Action Steps:** The administration team will train teachers on the data tracking resources. Teachers model to students how to collect, organize, record, and display data. Each teacher will create celebration activities to highlight achievement and growth.

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Funding Sources:** General School Supplies, celebratory items - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,400

**Strategy 2:** Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack

**Strategy's Expected Result/Impact:** Student achievement will improve due to targeted areas of students' needs. Skills and objectives will be reached, reviewed, and re-

assessed.

**Staff Responsible for Monitoring:** Campus administrators and Teacher Specialist

**Action Steps:** Administrators will train and monitor teachers in generating ontrack reports. Ongoing planning for success sessions scheduled throughout the school year. Small group intervention administered before, during, and after school.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 3:** All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support

**Strategy's Expected Result/Impact:** Student performance will improve through differentiated instruction and using data to target students' deficiencies

**Staff Responsible for Monitoring:** Administration Team

**Action Steps:** Students will take assessments as direct by the district. Students identified as tier 2 and tier 3 will complete progress monitoring through Ren 360. Teachers plan for small group intervention based on tier levels

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 4:** Kinder-3rd grade teachers will be trained in Neuhaus, guided reading and math that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension

**Strategy's Expected Result/Impact:** Increase reading and math fluency

**Staff Responsible for Monitoring:** Administration Team

**Action Steps:** Targeted professional development and PLCs focusing on building fluency comprehension, and vocabulary usage among students using grade level TEK objectives.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 7 percentage points from 48% in spring 2019 to 55% in spring 2024

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> 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 14 percentage points from 14% in spring 2021 to 28% in spring 2022. <b>Evaluation Data Sources:</b> STAAR Math release tests, STAAR 2022 <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** HB4545 creates requirements and additional supports for accelerated instruction for all students that did not pass the STAAR in fourth and fifth grades. All students who failed the STAAR or the TEA BOY assessment will be assigned to tutors to meet the requirement of 30 hours of accelerated instruction for all students who did not pass STAAR reading and math in fourth and fifth grade. All students who failed STAAR or BOY assessment will be assigned tutors to meet the requirement of 30 hours of accelerated learning intervention. All students will have individual intervention documentation and growth indicators will be tracked.

**Strategy's Expected Result/Impact:** Increased student engagement

**Staff Responsible for Monitoring:** Principal

**Action Steps:** Fourth and fifth grade students who did not pass STAAR math or reading or BOY will be offered intervention and student progress will be tracked

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Fourth and fifth grade teachers will receive weekly observations during math instruction and will be provided with coaching and support by the administration team.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Action Steps:** Weekly observation during math instruction, provide coaching and support, check for continual progress

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 3:** Fourth and fifth grade students will participate in math interventions with in school pull outs or after school tutorials.

**Strategy's Expected Result/Impact:** Increase student achievement

**Staff Responsible for Monitoring:** Principal and Assistant Principal

**Action Steps:** Collaboration between teachers and tutors to develop lesson planning for math interventions, students are pulled for in school and after school tutorials

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1: SCHOOL PROGRESS** The percentage of 3rd-5th grade students performing at the masters level in reading, math, writing, and science as measured by the Masters Grade Level Standard on STAAR will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> The percentage of 3rd-5th grade students performing at the masters level in reading, math, writing, and science as measured by the Masters Grade Level Standard on STAAR will increase 8 percentage points from 6% in spring 2021 to 14% in spring 2022. <b>Evaluation Data Sources:</b> District assessments,	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** All teachers in Pre-Kindergarten through fifth grade will maintain data binders and track student progress on grade appropriate assessments in reading, math, and science. Students will be able to verbalize their own strengths and areas in need of improvement appropriate to grade level.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal

**Action Steps:** Purchase binders, train teachers on how to use the binders, teachers train the students, appraisers will check binders periodically and teachers will share during PLCs

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Third through fifth grade students identified as Tier 2 and Tier 3 in reading and math will be given additional weekly support, participate in after school and Saturday interventions with objective targeted instruction.

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Principal

**Action Steps:** Identify students in Tier 2 and Tier 3 in reading and math, send home parent notices for student participation in after-school and Saturday interventions, plan objective targeted instruction

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 8 percentage points from 27% in spring 2019 to 35% in spring 2024

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-5 Reading assessments will increase 11 percentage points from 2% in spring 2021 to 13% in spring 2024	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Strategy 1:** Teachers/TAs will target the academic needs of students receiving special education services according to the needs identified in the shared data trackers. TAs will push in during general education instructional time as well as provide small group instruction during intervention times.

**Strategy's Expected Result/Impact:** Increased student achievement for students receiving special education services

**Staff Responsible for Monitoring:** SPED chair

**Action Steps:** Ongoing data tracking/progress monitoring, collaborative planning between general education and special education teachers, develop intervention schedule according to data/student needs

**TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Implement SPED specific PLC meetings, in addition to grade level PLC meetings, to monitor progress and plan for needs of students receiving special education services in all grade levels.

**Strategy's Expected Result/Impact:** Increased student achievement for students receiving special education services

**Staff Responsible for Monitoring:** SPED chair

**Action Steps:** Create PLC schedule and agendas, follow up and provide updates/needs to administration, share progress and collaborate during grade level PLCs - content knowledge and specially designed instruction

**Measurable Objective 1 Problems of Practice:**

Student Learning
<b>Problem of Practice 2:</b> Interventions must address the specific academic needs of special populations (Hispanic, English Learners, African-American, and Special Education). <b>Root Cause:</b> Lack of target planning for special populations.

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

## Goal 1: ATTENDANCE

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

Measurable Objective 1 Details		Reviews			
<b>Measurable Objective 1:</b> Monitor student attendance weekly. Use the first week of school ADA attendance data as a baseline and track data weekly to determine if year end goal of 97% will be met. Monitor and adjust strategies as needed to meet goal.  <b>Evaluation Data Sources:</b> Daily class attendance reports and weekly ADA student reports by grade level and total school attendance.		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Strategy 1:** Complete SAF for students with absences and Wrap Around Specialist will contact parent. Phone calls and/or letters will be sent home to parents of students with three or more unexcused absences. Attendance referrals will be initiated for students with more than five unexcused absences. Parents will be asked to conference with Administration team.

**Strategy's Expected Result/Impact:** Increase in student attendance and student achievement

**Staff Responsible for Monitoring:** Principal, Registrar, and Wrap Around Specialist

**Action Steps:** Monitor weekly attendance by student, class, and school, phone call and/or letters sent to parents,

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** All Pre-Kindergarten through fifth grade teachers will track student attendance weekly and utilize an attendance incentive appropriate for their grade level using Class Dojo.

**Strategy's Expected Result/Impact:** Increase in attendance and student achievement

**Staff Responsible for Monitoring:** Principal, Registrar, classroom teachers

**Action Steps:** Weekly monitoring of attendance, reward system,

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 3:** The administration team will announce classes with perfect attendance during morning announcements.

**Strategy's Expected Result/Impact:** Increase attendance and student achievement

**Staff Responsible for Monitoring:** Principal, Registrar, and Wrap Around Specialist

**Action Steps:** Monitor daily attendance, announce classes with perfect attendance during morning announcements, track ADA attendance, and incentivize students with perfect attendance

**Title I Schoolwide Elements:** 2.4, 2.5

**Strategy 4:** The Wrap around specialist will connect families struggling with attendance issues with appropriate services.

**Strategy's Expected Result/Impact:** Increase student attendance and academic achievement

**Staff Responsible for Monitoring:** Wrap around specialist





**Action Steps:** ADA clerk will identify students with attendance issues, teachers will complete a SAF, parents will be contacted to provide services

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**Goal 2: DISCIPLINE** Establish and support Multi-Tiered Systems of Support (MTSS) models through Positive Behavior Interventions Supports(PBIS) including Restorative Discipline Practices(RDP), and Culturally Responsive Teaching (CRT) to address inequities in discipline and behavior.

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

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-2022 school year, the number of discipline incidents warranting out of school and/or in school suspension will be 0 <b>Evaluation Data Sources:</b> Discipline Referrals	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** School-wide PBIS reset for return to 100% face to face instruction, including Jag Swag, 4S line, First 5 in 5, CHAMPS, JES Classroom Environment expectations, JES Excellence Plan, and Red Folders

**Strategy's Expected Result/Impact:** Increase in on-task behaviors and decrease in discipline incidents

**Staff Responsible for Monitoring:** Administration

**Action Steps:** Provide PBIS training for staff and students, work in grade levels to complete Excellence Plan management system, schedule first month of school daily practice

**Strategy 2:** SEL ancillary class

**Strategy's Expected Result/Impact:** Improved student SEL skills and decrease in discipline incidents

**Staff Responsible for Monitoring:** Counselor

**Action Steps:** Provide training on SEL resources (Sanford Harmony), adjust master schedule to provide SEL ancillary time

**Strategy 3:** Weekly restorative circles in all homerooms

**Strategy's Expected Result/Impact:** Improved student SEL skills and decrease in discipline incidents

**Staff Responsible for Monitoring:** Counselor

**Action Steps:** Train all staff in how to facilitate restorative circles, provide restorative circle prompts, adjust master schedule to provide weekly HR circle time, implement daily circles to build habits/skills to begin the school year

**Strategy 4:** School-wide implementation of Class Dojo for student behavior reinforcement and family communication

**Strategy's Expected Result/Impact:** Increase in on-task behaviors and decrease in discipline incidents





**Staff Responsible for Monitoring:** Class Dojo Mentor

**Action Steps:** Provide Class Dojo training and time to set up classes, provide mentor to assist in implementation, monitor daily use

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

### Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1 Details		Reviews			
<b>Measurable Objective 1:</b> Teacher will complete training during Pre-service for Drug, Tobacco, Suicide, Bullying, Child Abuse, and Sexual Abuse Prevention Trainings Completion, campus PBIS to ensure 0 suspensions, 100% of students will participate in cyber bullying and internet safety training <b>Evaluation Data Sources:</b> Red folder discipline referral tracker		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Strategy 1:** Teachers and staff will be provided with time to complete the online or instructor led during Pre-Service week.

**Strategy's Expected Result/Impact:** Decrease violence/severe discipline infractions, increase student achievement

**Staff Responsible for Monitoring:** Assistant Principal and classroom teachers

**Action Steps:** Teachers will complete online compliance courses , train teachers on red folder discipline binder, train students to understand the rules in the student code of conduct, and the consequences for infractions.

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 2:** Implement school-wide PBIS system of JAG SWAG and 4S-line

**Strategy's Expected Result/Impact:** Increase student engagement

**Staff Responsible for Monitoring:** Administration and classroom teachers

**Action Steps:** Teachers will provide Social and Emotional Learning in Academics to address needs of the classroom.

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Strategy 3:** Increase staff and student awareness of internet and cyber bullying

**Strategy's Expected Result/Impact:** Increase student engagement

**Staff Responsible for Monitoring:** Technology teacher, counselor, Administration team





**Action Steps:** The Wraparound Resource Specialist and Counselor will connect families, students, and staff with resources that build awareness of key health and safety issues.

**Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**Goal 4: SPECIAL EDUCATION-** at least 75% of Special Education students in grade 3rd-5th will meet or exceed individual growth measures according to the STAAR Reading assessment by spring 2022

**Strategic Priorities:** Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Measurable Objective 1:</b> Using a STAAR Reading Release test for grades 3- 5th as a baseline assessment appropriate for each grade level, the percentage of Special Education Students meeting or exceeding their individual growth measure will increase by at least 8% on each district assessment. <b>Evaluation Data Sources:</b> STAAR Released, initial baseline appropriate for each grade level, District assessments, campus common assessments. <b>HB3 Board Goal</b>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly

**Strategy's Expected Result/Impact:** Increase alignment of instruction to meet the needs of all students in the classroom

**Staff Responsible for Monitoring:** Assistant Principal, SpED Chairperson

**Action Steps:** Professional Development around EIP and implementation of accommodations for students with special needs. PLC meetings will use for opportunities to plan and adjust instruction.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 2:** Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills.

**Strategy's Expected Result/Impact:** Increase student performance and achievement

**Staff Responsible for Monitoring:** Assistant Principal, SpED Chairperson

**Action Steps:** Monthly "Planning for Success" meetings to plan tailored instruction to meet the needs of all students

**Title I Schoolwide Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Strategy 3:** Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths.

**Strategy's Expected Result/Impact:** Increased student performance and achievement



**Staff Responsible for Monitoring:** Assistant Principal, SpED Chairperson





**Action Steps:** Include Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers in planning for success sessions and progress monitor of implemented strategies

**Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**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 Details	Reviews			
<b>Measurable Objective 1:</b> By the end of the 2021-2022 school year, all special population subgroup achievement scores will improve by 10% points as measured by the appropriate assessment (STAAR and TELPAS). <b>Evaluation Data Sources:</b> 2022 STAAR, 2022 TELPAS	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Strategy 1:** PLC data analysis to track sub-pop supports and growth from BOY data

**Strategy's Expected Result/Impact:** Increased student achievement

**Staff Responsible for Monitoring:** Administration

**Action Steps:** Adapt PLC protocol to provide regular time for data analysis, provide training on data dig/ongoing data tracking/ontrack assessments, provide BOY assessments

**Strategy 2:** Daily writing in all content areas, showcased in monthly writing portfolio entries and classroom bulletin boards

**Strategy's Expected Result/Impact:** Increased student achievement (TELPAS writing)

**Staff Responsible for Monitoring:** Sheltered Instruction Coach/LPAC coordinator

**Action Steps:** Train staff in daily writing expectations, provide prompts and resources for writing portfolios, provide rubric and incentives for bulletin boards

**Strategy 3:** Increase teacher capacity to support TEKS/STAAR to achieve Masters level standards and embed project-based learning in unit lessons

**Strategy's Expected Result/Impact:** Increased student achievement (GT)





**Staff Responsible for Monitoring:** GT coordinator

**Action Steps:** Provide training on TX Performance Standards Project and district enrichment resources, monitor lesson plans/execution for evidence of higher-order thinking activities, projects, and rubrics

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**Goal 6: PARENT and COMMUNITY ENGAGEMENT:** The percentage of family and community involvement through school functions, wraparound services, PTO, and Title 1 Parent training will increase by 15% in spring 2022

**Strategic Priorities:** Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
<b>Measurable Objective 1:</b> All school events sig-in sheets will be collected throughout the school year and compared with this school year to determine an increase with at least 15% was met <b>Evaluation Data Sources:</b> Sig-in sheets from each event or activity throughout the school year <b>HB3 Board Goal</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Strategy 1:** During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year

**Strategy's Expected Result/Impact:** Students and parents are well informed on the first day of school. Classroom and schools expectations are clearly communicated.

**Staff Responsible for Monitoring:** Principal

**Action Steps:** Teachers prepare classrooms before the start of school, classrooms expectations

**Title I Schoolwide Elements:** 3.2 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

**Strategy 2:** During "Open House," parents will have the opportunity to interact with teachers and learn about parent involvement and resources for both parents and students such as; PTO/A, Wraparound services, Title 1 Parent meetings, STAAR Resources, and students expectations.

**Strategy's Expected Result/Impact:** Increased Parent involvement





**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**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 Details	Reviews			
<b>Measurable Objective 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. <b>Evaluation Data Sources:</b> Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Partner with Looscan Elementary to share nurse and complete by October 22, 2021 Estimated number of students to be screened: 340 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<b>Measurable Objective 2:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Vision screening records for all applicable students completed by SCHOOL NURSE: Partner with Looscan Elementary to share nurse Estimated number of students to be screened: 340 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<b>Measurable Objective 3:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Partner with Looscan Elementary to share nurse Estimated number of students to be screened: 340 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<b>Measurable Objective 4:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Partner with Looscan Elementary to share school nurse Estimated number of students to be screened: 150 Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<b>Measurable Objective 5:</b> SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. <b>Evaluation Data Sources:</b> Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: N/A Estimated number of students to be screened: N/A Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<b>Measurable Objective 6:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE: Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<b>Measurable Objective 7:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. <b>Evaluation Data Sources:</b> PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus: 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**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 Details	Reviews			
<b>Measurable Objective 1:</b> All components of the coordinated school health program will be implemented <b>Evaluation Data Sources:</b> Observations	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Board Goal 5:** Attendance, Discipline, Violence Prevention, Special Education Programs, Special Populations, Parent & Community Engagement, Mandated Health Programs, and Coordinated Health Programs.

**Goal 9:** OTHER UNMET (If applicable)

# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.
1	1	1	2	Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack
1	1	1	3	All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support
1	1	1	4	Kinder-3rd grade teachers will be trained in Neuhaus, guided reading and math that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension
5	4	1	1	All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly
5	4	1	2	Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills.
5	4	1	3	Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths.
5	6	1	1	During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year



# RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.
1	1	1	2	Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack
1	1	1	3	All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support
1	1	1	4	Kinder-3rd grade teachers will be trained in Neuhaus, guided reading and math that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension
5	4	1	1	All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly
5	4	1	2	Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills.
5	4	1	3	Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths.
5	6	1	1	During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year

# Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.
1	1	1	2	Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack
1	1	1	3	All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support
1	1	1	4	Kinder-3rd grade teachers will be trained in Neuhaus, guided reading and math that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension
5	4	1	1	All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly
5	4	1	2	Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills.
5	4	1	3	Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths.
5	6	1	1	During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year

## Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Pre-Kindergarten through 3rd-grade students will collect, organize, record, and display ELAR data appropriate for their grade level. Third grade will measure their individual growth outcomes from the baseline assessment to each subsequent assessment. Student growth will be acknowledged and celebrated.
1	1	1	2	Kinder through 3rd grade will meet with vertical teams to analyze students' performance in Reading reports after each assessment. After analyzing student data, administrators and teachers will be able to identify students' learning deficiencies and strengths. Teachers will be trained on data resources and tools; A4E dashboard and Ontrack
1	1	1	3	All classes; Pre-kindergarten through 5th grade will administer the BOY, MOY, and EOY assessment. Students will complete all district assessments according to their designated grade level. Students who are identified as Tier 2 and Tier 3 will have progress monitoring assessments scheduled throughout the school year Renaissance 360. All students will receive differentiated instruction for support
1	1	1	4	Kinder-3rd grade teachers will be trained in Neuhaus, guided reading and math that targets oral language development, alphabet knowledge, decoding, fluency, and comprehension
5	4	1	1	All teachers will monitor the effective use of Special Education lesson modifications by documenting accommodations with a special education checklist to ensure proper academic supports are being implemented with fidelity and adjust instruction accordingly
5	4	1	2	Monthly "planning for success" sessions between teachers and SpED department to visit and revisit low-performing TEKS and skills.
5	4	1	3	Teacher Interventionist, Academic Tutors, Teacher assistants, and hourly lecturers will assist students with special needs during "pull-outs" or "push-ins," before school, and after school tutorials. Data will be used to target specific learning deficiencies and strengths.
5	6	1	1	During Meet the Teacher, parents and students will have the opportunity to meet the homeroom teachers and learn about schools and classroom expectations. Using parent sign-in sheets will be used to determine the increase of parents involvement was met compared to the 2020 school year

# State Compensatory

## Budget for 182 Jefferson Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6100	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$10,000.00
6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,000.00
6100	6121 Extra Duty Pay/Overtime - Support Personnel	\$5,000.00
<b>6100 Subtotal:</b>		<b>\$20,000.00</b>
6200 Professional and Contracted Services		
6200	6299 Miscellaneous Contracted Services	\$5,000.00
<b>6200 Subtotal:</b>		<b>\$5,000.00</b>
6300 Supplies and Services		
6300	6329 Reading Materials	\$1,865.32
6300	6390 Supplies and Materials - General	\$27,838.00
<b>6300 Subtotal:</b>		<b>\$29,703.32</b>

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP 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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **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:

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

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

The SIP is available to parents in the following locations:

The SIP was made available to parents by:

We provide the SIP to parents in the following languages:

- English
- 

### **2.4: Opportunities for all children to meet State standards**

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

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

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

- Parent -
- 

The PFE was distributed

- On the campus website
- ...

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- -

### **3.2: Offer flexible number of parent involvement meetings**

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

- Meeting #1 -
- Meeting #1 Alternate -
- Meeting #2 -
- Meeting #2 Alternate -

- Meeting #3 -
- Meeting #3 Alternate -
- Meeting #4 -
- Meeting #4 Alternate -

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Valerie Armendariz	Reading	3rd Grade	100%



# Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Johnatan Guzman	Principal
Administrator	Lindsey Johnson	Assistant Principal
Administrator	Celeste Jimenez	Teacher Specialist
Non-classroom Professional	Magine Fernandez	Administrative Assistant
Classroom Teacher	Dulce Zamarron Martinez	Teacher
Classroom Teacher	Linda Gonzales	Teacher
Classroom Teacher	Omar Ruiz	Teacher
Classroom Teacher	Valerie Armendariz	Teacher

# Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	General School Supplies, celebratory items	6300 - Supplies and Materials	\$2,400.00
Sub-Total						\$2,400.00
Grand Total						\$2,400.00

# Addendums