

Houston Independent School District

285 Valley West Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission at Valley West Elementary School is to develop critical-thinking, life-long learners empowered to be exemplary change agents in an evolving society.

Vision

To create a rigorous learning environment conducive to educating the whole child.

Value Statement

Our Values and Committed Actions

- â— Learning: We commit to being life-long learners
- â— Teamwork: Whatever we do, we do as a team.
- â— Persistence: We don't ever, ever, ever give up on our teammates.
- â— Problem solving: We enhance our critical thinking skills to become great problem solvers.
- â— Trajectory: We see in each other the people we are capable of being.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Valley West Elementary School did receive a B rating from TEA with four distinctions for the 21/22 school year. However, less than 50% of students are performing on grade level or above. We contribute this to ineffective Tier I instruction and problems in our bilingual and special education programs in addition to having a lack of a more effective intervention plan to address Tier II and Tier III learning. Surveys and feedback from parents revealed that parents feel inadequate to assist students at home with homework due to lack of education and resources. The school is also experiencing lower enrollment than pre-Covid resulting in limited PUA funding for school operation.

Demographics

Demographics Summary

Valley West Elementary is a PK-5th school and initially shared a campus with Sugar Grove Elementary, before relocating in 1997 to the former site of a Food Lion Grocery Store. The original conversion consisted of ten classrooms, which served 210 students. The building underwent a bond expansion in roughly 2012 and enrollment gradually increased to as high as eight hundred-fifty (850) students. Through the expansion, we found our identity as a STEM Magnet School.

Currently, the campus has thirty-eight (38) classroom and enrichment teachers: three (3) Prekindergarten, four (4) Kindergarten, five (5) first grade, five (5) second grade, five (5) third grade, four (4) fourth grade, four (4) fifth grade, three (3) special education, and five (5) enrichment teachers. Our campus managed to retain 85% of its teachers from the 21/22 school year. Valley West teachers offers certified bilingual, ESL, and gifted and talented teachers on each grade level to meet the specific needs of each student. Other professional staff in addition to the principal includes of an assistant principal, a magnet coordinator, a school counselor, a wraparound specialist, an instructional coordinator, a teacher interventionist, a sped chair/at-risk coordinator, a nurse, and district appointed curriculum specialist that supports teachers through professional development and coaching.

The current student population at Valley West is comprised of 629 students. The demographic breakdown is as follows: Forty-nine percent (49%) female, fifty-one percent (51%) male, Forty-two percent (42%) African American, fifty-three percent (53%) Hispanic, two percent (2%) Asian, one percent (1%) American Indian, one percent (1%) Caucasian/White and one percent (1%) Two or More Ethnicity. Ninety-Two percent (92%) of our students are economically disadvantaged. Thirty-eight percent (38%) are Limited English Proficient (LEP), six percent (6%) are eligible for special education services, and six percent (6%) are classified as gifted and talented. Based on our demographics, Valley West qualifies as a Title I school.

Demographics Strengths

Valley West strengths includes a diverse staff in ethnicities, teaching experience from one year to thirty-five years and certifications in content areas to service and meet the needs of our diverse population of scholars.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Valley West Elementary continues to experience lower enrollment numbers. **Root Cause:** Valley West lacks a comprehensive enrollment and magnet recruitment plan.

Priority Problems of Practice

Problem of Practice 1: Valley West Elementary continues to experience lower enrollment numbers.

Root Cause 1: Valley West lacks a comprehensive enrollment and magnet recruitment plan.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year.

Root Cause 2: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies.

Root Cause 3: Lack of effective school processes and programs and/or trainings for staff.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Valley West lacked a plan to increase parent involvement and parent education.

Root Cause 4: Valley West had limited resources and personnel to address the needs of parents

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Board Goals

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

Goal 1: The percentage of 3rd-5th grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 45% to at least 50% on the 2023 STAAR Assessment.

Strategic Priorities:





Transforming Academic Outreach

Measurable Objective 1: K-5 teachers will receive ongoing professional development and support to improve Tier I Reading instruction.

Evaluation Data Sources: Amplify, Mentoring Minds, Ren 360, Running Records, District and State Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs will be designed to offer ongoing professional development and teacher support to improve Tier I instruction. Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Amplify CIC, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Place PLC schedule and focus on Campus Canvas Page Collaborate with Instructional Team and Teachers on planning tools and to identify needs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Weekly Open Labs will be available for all reading teachers for continual support for planning, and modeling. Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Amplify CIC, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Send weekly reminders of open lab dates and times via Canvas Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Additional professional developments including HB3 Academy to any teachers in grades k-3 that has not completed prior to this school year will be provided for reading teachers to increase skills and knowledge to address students identified as at risk Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Schedule and add additional PDs to the Canvas calendar Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year. Root Cause: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.

Measurable Objective 2: 100% of at-risk students will receive applicable reading interventions to aide in closing achievement gaps.

Evaluation Data Sources: Amplify, Mentoring Minds, Ren 360, Running Records, Imagine Literacy and Espanol, Literacy Now, District and State Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Literacy Now will be secured for a total of 64 first and second graders identified as Tier II or Tier III. Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Identify students to receive interventions Review progress every grading period Create schedule for pull outs (Literacy Now) Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: A campus interventionist will be hired to aide in providing interventions for dyslexia and Tier III students to aide in closing learning gaps. Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Interventionist, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Identify students to receive interventions Review progress every grading period Create schedule for pull outs (Interventionist) Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide Accelerated Learning to students that were unsuccessful in reading for 21/22 STAAR (HB4545) and over aged students in grades 2-4 (Level Up). Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Interventionist, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Identify students to receive interventions Review progress every grading period Create schedule for pull outs (HB4545/Level-Up Coordinator) Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Include an Intervention Block in daily schedule to address Tier III students. Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Interventionist, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Include intervention block in master schedule Identify students to receive interventions Review progress every grading period Create schedule for pull outs Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year. Root Cause: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

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

Goal 1: The percentage of 3rd-5th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 36% to at least 41% on the 2023 STAAR Assessment.

Strategic Priorities:





Transforming Academic Outreach

Measurable Objective 1: K-5 teachers will receive ongoing professional development and support from Campus Curriculum Instructional Specialist and Imagine Math to improve Tier I math instruction.

Evaluation Data Sources: PLC logs, Exit Tickets, Imagine Math Reports, Mentoring Minds, Ren 360, Running Records, District and State Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Weekly PLCs will be designed to offer ongoing professional development and teacher support to improve Tier I instruction. Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Place PLC schedule and focus on Campus Canvas Page Collaborate with Instructional Team and Teachers on planning tools and to identify needs Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Weekly Open Labs and/or classroom observations and feedback will be available for all math teachers for continual support for planning, and modeling. Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Place PLC schedule and focus on Campus Canvas Page Collaborate with Instructional Team and Teachers on planning tools and to identify needs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Professional Development will be provided from Imagine Math Personnel and HISD Math Department (HB3) to increase teachers skills and knowledge in math. Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Schedule and add PD opportunities to Canvas Calendar Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year. Root Cause: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.
School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Measurable Objective 2: 100% of at-risk students will receive applicable math interventions to aide in closing achievement gaps.

Evaluation Data Sources: Imagine Math, Mentoring Minds, Ren 360, District, and State Assessments

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Include an Intervention Block in daily schedule to address Tier III students. Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Interventionist, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Include intervention block in master schedule Identify students to receive interventions Review progress every grading period Create schedule for pull outs Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Accelerated Learning to students that were unsuccessful in math for 21/22 STAAR (HB4545) and over aged students in grades 2-4 (Level Up). Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Interventionist, Campus Instructional Coordinator, Assistant Principal and Principal Action Steps: Identify Students that fall in this category Provide PD opportunities for HB4545 and Level Up Trainings for coordinator Construct schedule Title I: 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The campus will implement the usage of Imagine Math for all K-5 students and include incentives for highest usage and lessons passed Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Instructional Coordinator, Assistant Principal and Principal Action Steps: Plan Imagine Math PD for Teachers Collaborate with teachers about how IM can be implemented in the classroom Kick off Imagine Learning for the school Title I: 2.4 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year. Root Cause: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.

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: 100% of Valley West students will participate in college/career/military activities throughout the school year to expand their awareness of postsecondary readiness

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: 100% of Valley West students will participate in College Awareness Day monthly to increase college awareness and one school-wide Career Day.

Evaluation Data Sources: Class data trackers for participants dressed in college t-shirts.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Create campus incentive program to promote college and career readiness Strategy's Expected Result/Impact: Increased college and career readiness for students Increased campus focus on exposing students to college and career readiness Staff Responsible for Monitoring: School Counselor Action Steps: Meet with Counselor and other stakeholders to plan incentives Title I: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Valley West will work with area colleges and businesses personnel to provided a visits campus for college and career fair or assembles Strategy's Expected Result/Impact: Increased college and career readiness for students Increased campus focus on exposing students to college and career readiness Staff Responsible for Monitoring: School Counselor Action Steps: Meet with Counselor and other stakeholders to plan incentives Title I: 2.5, 4.1 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of 5th grade students will participate in middle school portfolio development for secondary education. Strategy's Expected Result/Impact: Increased college and career readiness for students Increased campus focus on exposing students to college and career readiness Staff Responsible for Monitoring: School Counselor Action Steps: Create Tracker for 5th grade counselor visits Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide college and career parent classes Strategy's Expected Result/Impact: Increased college and career readiness for parents Increased campus focus on exposing students and parents to college and career readiness Staff Responsible for Monitoring: Wraparound Specialist Action Steps: Meet with wraparound specialist to connect with outside services to provide classes on campus. Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.
Perceptions
Problem of Practice 1: Valley West lacked a plan to increase parent involvement and parent education. Root Cause: Valley West had limited resources and personnel to address the needs of parents

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 22/23 STAAR 3-8 Reading will increase from 22% to 27% or greater.

Strategic Priorities:





Transforming Academic Outreach

Measurable Objective 1: Students receiving special education services will receive targeted reading interventions using research based resources to close learning gaps during sped services inclusion or pull out.

Evaluation Data Sources: Amplify, Reading by Design, Imagine Learning

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Sped services will use research based resources addressing skills not yet mastered with intense progress monitoring Strategy's Expected Result/Impact: Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Resource Teacher and TA assigned Action Steps: Ensure a service tracking system is in place and documented Review schedule presented Conduct observations and give feedback Monitor data Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All special education teachers will be trained in HB3 Reading Academy Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Resource Teacher, Sped Chair, Principal Action Steps: Require resource teacher to register for HB3 and monitor progress Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Sped PLCs and support from Sped TDS to support sped and general education teachers Strategy's Expected Result/Impact: Increased skills and knowledge for teachers and support staff Increased on or above level mastery by students Improved campus teaching and learning culture Staff Responsible for Monitoring: Sped Chair, Principal Action Steps: Create schedule of PLC Identify areas of need for PLCs Monitor data during PLCs Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Valley West continues to produce high percentage of students failing to reach meets or mastery of objectives taught throughout the year. Root Cause: Lack of effective intervention program to aide in closing learning gaps and gaps in Tier I instruction.
School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.





Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: Increase attendance to 98%

Evaluation Data Sources: Attendance tracking

Strategy 1 Details	Reviews			
Strategy 1: Implement attendance incentives for each grading period Strategy's Expected Result/Impact: Improved attendance Decrease in funds lost due to attendance Increased student learning and performance Staff Responsible for Monitoring: Registrar and Principal Action Steps: Create tracking system and decide incentives Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize wraparound services to collaborate with parents to decrease absences Strategy's Expected Result/Impact: Improved attendance Decrease in funds lost due to attendance Increased student learning and performance Staff Responsible for Monitoring: Wraparound Specialist, Registrar, Principal Action Steps: Meet with wraparound specialist to devise plan Title I: 2.5, 4.2 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize FACE programs to plan parent workshops to educate parents on how attendance affect learning Strategy's Expected Result/Impact: Improved attendance Decrease in funds lost due to attendance Increased student learning and performance Staff Responsible for Monitoring: Counselor, Registrar and Principal Action Steps: Meet with FACE rep and counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: Valley West lacked a plan to increase parent involvement and parent education. Root Cause: Valley West had limited resources and personnel to address the needs of parents

Board Goal 5: N/A - Additional Campus Goals**Goal 2:** DISCIPLINE**Measurable Objective 1:** Decrease discipline infractions requiring in-school or out-of-school suspensions**Evaluation Data Sources:** Discipline records and reports

Strategy 1 Details	Reviews			
Strategy 1: Train Staff on Schoolwide Behavior Plan Strategy's Expected Result/Impact: Decrease behaviors resulting in suspensions Students become adept to self-redirection Staff Responsible for Monitoring: Assistant Principal, Counselor Action Steps: Train staff during August PD Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold Beginning of the Year grade level behavior expectations assembly Strategy's Expected Result/Impact: Decrease behaviors resulting in suspensions Students become adept to self-redirection Staff Responsible for Monitoring: Assistant Principal, Counselor Action Steps: Complete assembly the first week of school Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Train Staff on Dimensions 3.1, 3.2 and 3.3 of T-TESS and review the teacher's role in classroom management Strategy's Expected Result/Impact: Decrease behaviors resulting in suspensions Students become adept to self-redirection Staff Responsible for Monitoring: Principal Action Steps: Devise staff training for August PD Discuss classroom environment dimensions with staff and check for understanding Observe and give feedback for improvement Title I: 2.5 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: Valley West will provide ongoing e prevention initiatives for all students.

Evaluation Data Sources: Counselor and wraparound rosters

Strategy 1 Details	Reviews			
Strategy 1: Valley West will participate in Red Ribbon Week and schedule assemblies conducive to violence prevention. Strategy's Expected Result/Impact: Lower violence and potential of violence in the schools and homes of scholars. Staff Responsible for Monitoring: Counselor and Wraparound Specialist Action Steps: Schedule Red Ribbon Week activities Schedule HISD CORE visits Schedule Counselor Sessions for classes Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: Valley West will hire a full time Sped Chair to coach and develop Sp Ed staff and assist in improving special education practices for improved student services.

Evaluation Data Sources: Special Education accountability reports, student progress.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The Sped chair will closely monitor implementation of IEP, services , and instruction for all sped students. Strategy's Expected Result/Impact: Improved performance in sped students and improved campus compliance. Staff Responsible for Monitoring: Sped Chair Action Steps: Hire Sped Chair Connect Sped Chair to district sped support Title I: 2.6				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: All special populations data will be monitored by designated coordinators and/or interventionists. Regular meetings will be held with at-risk coordinator and action plans will be developed to address weaknesses.

Evaluation Data Sources: At-risk, and GT coordinators data

Strategy 1 Details		Reviews			
Strategy 1: Monthly meetings will be scheduled by at-risk and GT coordinators to review student data Strategy's Expected Result/Impact: improved performance of special pops and creation of intervention plans as needed Staff Responsible for Monitoring: At-Risk Coordinator and GT Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Valley West will follow FACE prescribed pathway to obtain Diamond status for the 2022/2023 school year

Evaluation Data Sources: FACE documentation

Strategy 1 Details		Reviews			
Strategy 1: Valley West will utilize campus support from FACE representative and engage in activities to increase parent engagement and participation. Strategy's Expected Result/Impact: Increased parent engagement and participation Staff Responsible for Monitoring: School Counselor Action Steps: Schedule FACE consultation Title I: 4.1 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Measurable Objective 1 Problems of Practice:





School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Evaluation Data Sources: Health Office Everywhere

Strategy 1 Details		Reviews			
Strategy 1: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Students to be screened: 659 if projection is met 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. Strategy's Expected Result/Impact: Increased student wellness and preventative care Staff Responsible for Monitoring: School Nurse Action Steps: Trainings for school nurse as needed Title I: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.





Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: The school will host at least one health fair or collaborate with an off-site health fair to make available for staff and students.

Evaluation Data Sources: Nurse's Health Calendar of Events

Strategy 1 Details		Reviews			
Strategy 1: Develop preventative health awareness and provide resources to staff and students Strategy's Expected Result/Impact: Improved wellness and health for student and staff Staff Responsible for Monitoring: School Nurse Action Steps: Meet and plan with nurse for calendar of events to promote wellness and preventative care Title I: 2.5 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Campus not operating at full potential in developing teachers and staff members to deliver effective Tier I instruction and Social and Emotional strategies. Root Cause: Lack of effective school processes and programs and/or trainings for staff.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 285 Valley West Elementary School

Total SCE Funds: \$155,040.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for 285 Valley West Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lillie McQuarter	Teacher Specialist	1
Virginia Nwuba	Teacher Specialist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by

- Campus Leadership Team
- Principal
- School SDMC members

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Surveys shared with staff
- Goals developed by school leaders
- Parent suggestions
- SDMC Data

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:

- Monthly data meetings
- Quarterly review of data during SDMC meetings

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

The SIP is available to parents in the following locations:

School Webpage

The SIP was made available to parents by:

School Webpage

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

- Tier I Instruction
- Intervention Block
- After School Tutorials
- Imagine Learning Interventions during school day

2.5: Increased learning time and well-rounded education

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

- Campus-Wide Intervention Block 45 minutes daily built into master schedule

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

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

November 2022

January 2023

March 2023

June 2023

4. Parent and Family Engagement (PFE)

4.1: 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 - Lorena Castillo
- Family and Community Engagement Specialist
- Staff- School Counselor

The PFE was distributed

- On the campus website
- Campus Class Dojo

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Workshops provided by FACE/FAME
- Workshops by Counselor
- Workshops by Wraparound Specialist
- Workshops by C.O.R.E.

4.2: Offer flexible number of parent involvement meetings

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

- Meeting #1 - September 15, 2022 5:30-6:30
- Meeting #1 Alternate - September 19, 2021 3:30-4:30
- Meeting #2 - December 8, 2022 5:30-6:30
- Meeting #2 Alternate - December 12, 2022 3:30-4:30
- Meeting #3 - March 9, 2023 5:30-6:30
- Meeting #3 Alternate - March 10, 2022 3:30-4:30
- Meeting #4 - May 4, 2023 5:30-6:30
- Meeting #4 Alternate -May 8, 2023 3:30-4:30

5. Targeted Assistance Schools Only

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

N/A

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arielle Edwards	Counselor		1.0
Carmen Contreras	Teacher	Bilingual	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Samantha Woods	Chairperson
Non-classroom Professional	Arielle Edwards	Counselor
Classroom Teacher	Terricita Brown-Boyette	Teacher
Classroom Teacher	John Bustamante	Teacher
Classroom Teacher	Brittney Scott	Teacher
Classroom Teacher	Contreras Rodolfo	Teacher
Parent	Lorena Castillo	Parent
Community Representative	Andres Miranda	Community Member
Other Staff Member	Lillie McQuarter	Sped Chair
Paraprofessional	Elvira Flores	Administrative Assistant
Community Representative	James Lee	Community Member
Business Representative	Stephen Evans	Business Representative
Classroom Teacher	Xanthe Lopez	Teacher
Classroom Teacher	Nakary Lopez	Teacher
Classroom Teacher	Katia Salinas	Teacher
Parent	Maria Hurtado	Parent

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1		6300 - Supplies and Materials	\$10,000.00
Sub-Total						\$10,000.00

Addendums

2022-2023

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

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

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

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

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

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

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

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

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

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

Continued on next page....

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

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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

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

Capital Outlay Requested (Y/N)?

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

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

Continued on next page....

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



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

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

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

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

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

Rev. 01/13/2022

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

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

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

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