

Houston Independent School District
239 Shearn Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shearn Elementary is Pk3-5th grade campus that is currently made up of 480 students. In 2018, Shearn's enrollment was greater than 600, so there has been a decline in recent years. According to the 2020-2021 school year data, Shearn is made up of a diverse group of 480 students who are 71% Hispanic or Latino, 21% African American, 4% White and 3% Asian. 96% of all students are economically disadvantaged, 60% are English Language Learners, and 90% are considered at risk. There is not a clear trend to explain the drop in enrollment, but it has been significant. There are a few charter schools in the surrounding area, but their student enrollment also matches the same trend suggesting a decline in population or housing availability in the area. Shearn is an open enrollment campus that offers a Dual Language two-way program to interested students and families. The Shearn community is a tight knit community made up of many families whose students attend Shearn from PK all the way to 5th grade. This program aligns with the community's desire that their students are proficient in English and Spanish. There is great support for the program and both families and teachers believe strongly in bilingual education. Parents are engaged and supportive of the school. Current parent feedback shows that 95% of parents would recommend the school to other parents and they are very pleased with their child's classroom teacher. There is an active PTO with a strong volunteer base made up of community partners that have continued to support the school for more than five years. Strong systems of support are being established this school year at Shearn through a full time wraparound specialist, a bilingual counselor and services provided through DePelchin.

Demographics Strengths

Shearn Elementary has many demographic strengths. Families stay in the community and want to keep their kids at Shearn and are supportive of teachers and staff. A majority of the families live in the apartment complexes directly across the street and are able to access the school easily. There are many community partners that actively support the campus to fill various needs including but not limited to: supplies, clothing, food, toiletries, tutoring, mentorship, and grounds care/building needs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): There has been a steady decline in enrollment starting in the 2017-2018 school year. **Root Cause:** Decline in affordable housing in the area and availability of charter school options.

Student Learning

Student Learning Summary

In the 2018-2019 school year, prior to the disruption of the pandemic, students made significant academic growth on STAAR as compared to the previous 17-18 school year. 10 out of 14 indicators were met for student growth status. All targets were met in reading, but only 3 out of 7 were met in math, demonstrating a deficiency in the subject area. Data from the state accountability Domain summaries shows that only 2 out of 14 indicators were met for academic achievement in any subject and the campus was rated a D in Domain I based on student scores. Overall, the percentage of students scoring at the masters level in all subjects (reading, math, writing and science) averaged 13%. Compared to other similar campuses, Shearn Elementary performed below average in academic achievement despite making growth in Domain II. Running record and universal screener (Renaissance 360) data suggest that students entering grades 3-5 do not have the foundational pre-requisites needed to master grade level content and skills. Previous year school data show a high teacher turnover rate across multiple years as well as identifying a lack of effective Tier I instruction campus wide. These challenges provide some explanation for the lack in student achievement. In the 2020-2021 school year, a majority of students engaged only in virtual learning and were not present on campus. This poses a challenge for the 2021-2022 school year as many students are already demonstrating on BOY assessments that major academic gaps exist in their learning.

Student Learning Strengths

When students are provided effective or highly effective Tier I instruction they demonstrate progress towards meeting growth goals. Many students demonstrate similar proficiency in English and Spanish.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause:** A lack of effective Tier I instruction in literacy and math, campus wide.

Problem of Practice 2 (Prioritized): Students entering the 3rd grade are well below grade level in reading and math. **Root Cause:** Learning loss due to the pandemic.

Problem of Practice 3 (Prioritized): Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. **Root Cause:** A lack of campus wide systems for providing intervention in reading and math.

Problem of Practice 4 (Prioritized): There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause:** There are no clear school wide instructional practices for supporting students that have mastered grade level skills.

School Processes & Programs

School Processes & Programs Summary

Data for enrollment in Gifted and Talented, Special Education and dyslexia treatment are significantly lower than average. 3.5% of students are identified as having a disability compared to a national average of 14%. There are currently no students identified as dyslexic, compared to a national average of 20%. There is an urgent need for the implementation of systems and processes for the identification of and support for students with disabilities and exceptional needs. There is a critical need for the development and implementation of systems and organization campus wide including but not limited to: recruitment and enrollment, resource allocation, teacher development and other administrative processes. At Shearn, our full time wraparound specialist supports basic needs through: HISD/Houston Food Bank SOUPery Pantry which provides food and other basic needs (e.g. clothing assistance, school supplies, toiletries etc.) to both Shearn families and the larger community. Houston Food Bank's Backpack Buddy Program which provides food every weekend to students struggling with chronic hunger. In addition, the following services are also provided to families and students: Mental Health and Behavioral Support: Family Houston Therapist. Provides 1:1 pull-out mental health and behavioral support 1 day/week to students struggling with mental health issues and/or behavioral challenges DePelchin Qualified Mental Health Provider. Provides 1:1 and small group pull-out behavioral support 1 day/week to support pro-social skills. Enrichment: YMCA after school Program: Provides enrichment opportunities (e.g. tutoring, arts, athletics, cooking, water safety etc.) out of school time. Lastly, the wraparound services specialist has established a tutoring program. In planning stage for a potential tutoring initiative that will include YMCA and 4 longstanding church partners. This tutoring initiative may be used to meet the state mandate of tutoring interventions for any student that did not pass the STAAR test. At Shearn, there is also a full time bilingual counselor. The programs that the counseling department in conjunction and support from wraparound services will be operating at Shearn are; mental health support and behavioral support. Additionally, we will begin implementing Harmony for SEL support. These programs will support the campus expectations for the implementation of CHAMPS for classroom management. Additional programs and resources will include; individual and group counseling sessions for students in need, guidance lessons, and responsive services as needed.

School Processes & Programs Strengths

The wraparound services and school counseling processes and programs are the strength of the school. In spite of the disruption of COVID, the wraparound specialist and school counselor continue to connect students and families with resources to meet their needs. These needs include, food, housing, mental health and behavioral support. School systems and processes related to health, through the school nurse, are well established. The school nurse has created clear systems for monitoring and responding to student health needs as well as communicating COVID guidelines and procedures to the parents.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause:** There is a lack of school wide systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Problem of Practice 2 (Prioritized): There is an under-identification of Gifted and Talented students. **Root Cause:** There is not a school wide program for identifying and supporting Gifted and Talented students.

Problem of Practice 3 (Prioritized): There is a high number of minor behavior incidents being referred to the school counselor. **Root Cause:** There is not a campus wide approach to supporting social and emotional learning.

Perceptions

Perceptions Summary

Teachers and staff are proud to be a Dual Language school and value bilingual education. There is high community support for the school not only from parents but also from surrounding churches and organizations. Parents and guardians are engaged in the school through volunteering activities such as helping teachers with their classrooms and related tasks, organizing events, and fundraising. There are not any current programs and processes in place to support parents and guardians in understanding their child's academic needs. There is also a need for engaging parents in activities that will improve student achievement and school performance. Teachers describe the school and their grade level teams as positive, collaborative, and that they enjoy being part of the community and in the work. They care deeply for their students and put in extra effort to communicate with parents openly and regularly. There has been high teacher turnover in recent years, and in the 2021-2022 school year there is a new principal leading the school. Many of staff are new to the school. While this is an opportunity for growth, it also poses a challenge for creating a strong cohesive team as staff get to know each other. In previous years, the school has implemented CHAMPS as a school wide behavior management system. This school year, returning teachers are using strategies from this program but there is still a need for professional development on implementing effective classroom management practices that focus on the positive/incentives rather than just in response to negative behaviors.

Perceptions Strengths

Parents and community members are proud of being part of the school and have provided recent feedback that demonstrates they appreciate and value the relationships they have with the teachers.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): There is a high teacher turnover rate. **Root Cause:** A lack of systems of feedback and coaching to support and retain high quality teachers.

Problem of Practice 2 (Prioritized): Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause:** There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Problem of Practice 3 (Prioritized): Students are struggling to follow expectations for procedures and behavior. **Root Cause:** There is a classroom management system on campus but not all teachers have been trained.

Priority Problems of Practice

Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills.

Root Cause 1: A lack of effective Tier I instruction in literacy and math, campus wide.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: The percentage of students receiving services in special education and dyslexia are well below the national average.

Root Cause 2: There is a lack of school wide systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Problem of Practice 2 Areas: School Processes & Programs

Problem of Practice 3: Students entering the 3rd grade are well below grade level in reading and math.

Root Cause 3: Learning loss due to the pandemic.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years.

Root Cause 4: A lack of campus wide systems for providing intervention in reading and math.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 5: There is a low percentage of students achieving at the masters level in reading, math, and science.

Root Cause 5: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.

Problem of Practice 5 Areas: Student Learning

Problem of Practice 6: There is an under-identification of Gifted and Talented students.

Root Cause 6: There is not a school wide program for identifying and supporting Gifted and Talented students.

Problem of Practice 6 Areas: School Processes & Programs

Problem of Practice 7: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning.

Root Cause 7: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Problem of Practice 7 Areas: Perceptions

Problem of Practice 8: There has been a steady decline in enrollment starting in the 2017-2018 school year.

Root Cause 8: Decline in affordable housing in the area and availability of charter school options.

Problem of Practice 8 Areas: Demographics

Problem of Practice 9: There is a high number of minor behavior incidents being referred to the school counselor.

Root Cause 9: There is not a campus wide approach to supporting social and emotional learning.

Problem of Practice 9 Areas: School Processes & Programs

Problem of Practice 10: There is a high teacher turnover rate.

Root Cause 10: A lack of systems of feedback and coaching to support and retain high quality teachers.

Problem of Practice 10 Areas: Perceptions

Problem of Practice 11: Students are struggling to follow expectations for procedures and behavior.

Root Cause 11: There is a classroom management system on campus but not all teachers have been trained.

Problem of Practice 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Board Goals

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: In grades 3- 5, the percentage of students performing at the approaches level or above on STAAR Reading will increase 5 percentage points from 47% to 53%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers will use backwards designed methods to plan their units. Evaluation Data Sources: Teacher lesson plans will demonstrate backwards designed planning for instruction HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide professional development on backwards designed methods for planning.

Strategy's Expected Result/Impact: Teacher literacy lesson plans will demonstrate alignment between student learning activities and grade level standards and expectations.

Staff Responsible for Monitoring: Principal, Teacher Specialists, Literacy Coach

Action Steps: 1. Create a schedule for yearly PLCs
 2. Establish expectations for planning, resources, and strategies
 3. Train teachers on understanding their grade level standards and expectations
 4. Gradually release teachers to plan using the understanding by design method of planning units.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of literacy teachers will be rated effective in: facilitates organized, student centered, objective driven lessons. Evaluation Data Sources: TADS appraisal scores. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide 1:1 coaching for literacy teachers focused on objective driven, student centered instruction.

Strategy's Expected Result/Impact: Teachers will demonstrate growth in facilitating objective driven instruction and students will be engaged in learning activities aligned to their grade level objectives.





Staff Responsible for Monitoring: Principal, Teacher Specialist, A+ Literacy Coach

Action Steps: 1. Set up coaching schedule with literacy teachers
2. establish expectations for cycles of feedback and support
3. monitor coaching and feedback focused on facilitating student centered, objective driven instruction

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. Root Cause: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.
Perceptions
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of teachers in grades PK-2 will be trained in effective phonics instruction. Evaluation Data Sources: Teacher professional development records for Really Great Reading.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Provide professional development on implementing phonics instruction using Houston ISD's Really Great Reading phonics program.

Strategy's Expected Result/Impact: Students will receive effective phonics instruction and demonstrate growth towards their literacy goals.

Staff Responsible for Monitoring: Principal, Teacher Specialist, Interventionist

- Action Steps:**
1. Establish dates for professional development for Really Great Reading
 2. Train all teachers on utilizing the Really Great Reading phonics resources
 3. Plan for utilizing RGR resources in instruction
 4. Monitor and provide feedback to teachers on phonics instruction in grades K-2.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.
Perceptions
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.

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: In grades 3- 5, the percentage of students performing at the approaches level or above on STAAR Math will increase 5 percentage points from 22% to 27%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of math teachers will use backwards designed methods to plan their units. Evaluation Data Sources: Teacher lesson plans will demonstrate backwards designed planning for instruction HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide professional development on backwards designed methods for planning.

Strategy's Expected Result/Impact: Teacher math lesson plans will demonstrate alignment between student learning activities and grade level standards and expectations.

Staff Responsible for Monitoring: Principal, Teacher Specialists, Math TDS

- Action Steps:**
1. Create a schedule for yearly PLCs
 2. Establish expectations for planning, resources, and strategies
 3. Train teachers on understanding their grade level standards and expectations
 4. Gradually release teachers to plan using the understanding by design method of planning units.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of math teachers in grades 1-5 will participate in professional development aligned to providing effective Tier I instruction. Evaluation Data Sources: Teacher attendance records for professional development cohort. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Participate in Vontoure Math Cohort planning and professional development.

Strategy's Expected Result/Impact: Teacher math lesson plans and instruction will reflect strategies and resources taught in Vontoure math professional development.

Staff Responsible for Monitoring: Principal, Teacher Specialist, A+ Math Coach

Action Steps: 1. Identify professional development cohort dates
2. provide coverage for teachers participating in math professional development
3. evaluate teacher lesson plans and instruction on implementation of professional development resources and strategies.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.
Perceptions
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of math classrooms K-5 will implement Implement number fluency routines and daily problem solving. Evaluation Data Sources: Lesson plans will include number fluency routines and problem solving.	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 will use district number talks and numerical fluency resources as well as problem solving journals, school wide.

Strategy's Expected Result/Impact: students in grades k-5 will engage in number fluency practice and problem solving daily

Staff Responsible for Monitoring: Principal, Teacher Specialist

- Action Steps:** 1. ensure all classrooms have necessary materials
2. train teachers on district math resources available for math fluency and problem solving
3. provide teachers with feedback on implementation of routines

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

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in 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: The percentage of students that achieve approaches grade level or above as measured in Domain 1 of the state accountability system will increase from 33% to 37%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers in grades 3-5 will track and monitor student progress towards individual STAAR goals. Evaluation Data Sources: Data trackers will demonstrate tracking of student progress towards STAAR goals as measured by district and school assessments.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Growth trackers that include individual student goals will be implemented in grades 3-5 and updated regularly on the school share point drive. Students will track and reflect on their progress using individual trackers.

Strategy's Expected Result/Impact: Data tracking will indicate students making progress towards their STAAR goals.

Staff Responsible for Monitoring: Principal, Teacher Specialist

Action Steps: 1. Create growth trackers using the state accountability Domain II expected growth formulas
 2. Teachers will input student assessment data
 3. Teachers will meet during PLCs to evaluate student progress towards goals
 4. Teachers will use data to adjust instruction

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. Root Cause: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of Tier 2 and Tier 3 students will engage in computer based literacy and math intervention programs daily. Evaluation Data Sources: Imagine Learning, Imagine Math, and Dreambox usage and progress data. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Ensure that all Tier 2 and Tier 3 students engage in Imagine Learning and Imagine Math/Dreambox for at least 120 minutes weekly.

Strategy's Expected Result/Impact: Usage and progress data will show student growth towards their reading and math goals.





Staff Responsible for Monitoring: Classroom teachers, Teacher Specialist

Action Steps: 1. Ensure every classroom has the appropriate technology and access to programs.
2. Identify in the instructional schedule where students will engage in utilizing the programs
3. Implement and monitor usage and progress.

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

Measurable Objective 2 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.</p> <p>Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.</p> <p>Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.</p> <p>Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. Root Cause: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.</p>

Measurable Objective 3 Details	Reviews			
<p>Measurable Objective 3: 100% of students that did not achieve approaches grade level in reading and math will receive intervention in addition to the hours required under HB4545.</p> <p>Evaluation Data Sources: Monthly data meetings, intervention schedules.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Use pullout intervention to provide small group individualized instruction to students in reading and math.

Strategy's Expected Result/Impact: Progress monitoring will demonstrate student growth towards STAAR reading and math goals.

Staff Responsible for Monitoring: Principal, Interventionist, Hourlies

Action Steps: 1. identify students needing intervention
2. group students into interventions based on area of need
3. implement a pullout intervention schedule that does not impact Tier 1 instruction
4. provide interventions on a consistent basis

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Problems of Practice:

Student Learning
<p>Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.</p> <p>Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.</p> <p>Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.</p> <p>Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. Root Cause: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.</p>

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: The number of subgroups meeting their academic achievement targets in Domain III will increase from 2 to 4.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of literacy teachers will be trained to provide effective phonics instruction. Evaluation Data Sources: Professional development attendance and training certificates. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will be trained to implement the Really Great Reading phonics program in their classrooms as part of instruction.

Strategy's Expected Result/Impact: Students will demonstrate growth in reading as measured by the universal screener

Staff Responsible for Monitoring: Teacher Specialist, Interventionist, Classroom teachers

Action Steps: 1. Set up professional development for staff
 2. model effective phonics instruction
 3. provide ongoing coaching and feedback to teachers on effective phonics instruction

Title I Schoolwide Elements: 2.4, 2.6

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic. Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers will will implement consistent student data tracking systems across classrooms in grade Pk-5. Evaluation Data Sources: Teacher data trackers on school shared drive.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers utilize a common data tracking system to track student progress towards their goals and adjust instruction and intervention.

Strategy's Expected Result/Impact: Students will demonstrate consistent progress towards their goals in literacy and math.





Staff Responsible for Monitoring: Classroom teachers, interventionist, Teacher specialist.

- Action Steps:**
1. Establish school wide expectations for data collection and tracking
 2. establish a common data tracker for each grade level/subject
 3. ensure consistent data tracking as assessments are given
 4. create a cycle of data dives for teachers to look at student data and adjust their instruction

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. Root Cause: There are no clear school wide instructional practices for supporting students that have mastered grade level skills.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The percentage of teachers rated as effective in differentiation on the teacher appraisal system will increase by 5%. Evaluation Data Sources: Formal teacher observations and walkthroughs.	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: Provide individualized coaching and professional development to teachers through A+ literacy coaching and Vontoure math professional development.

Strategy's Expected Result/Impact: Teachers will improve their instructional practices in I-3.

Staff Responsible for Monitoring: Teacher specialist, literacy coach

- Action Steps:**
1. create schedule for individual coaching and professional development aligned to I-3
 2. provide coverage for teachers to receive feedback and engage in PD
 3. evaluate implementation of feedback on student learning outcomes

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.

Student Learning

Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. **Root Cause:** A lack of campus wide systems for providing intervention in reading and math.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: The student attendance rate will increase to 97%.

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: 100% of classroom teachers will follow up with the families of students when they are absent.
Evaluation Data Sources: Teacher-parent communication logs, including class dojo.

Strategy 1: Teachers will call or send class dojo messages to parents when their students are absent.

Strategy's Expected Result/Impact: Consistent teacher-parent communication will identify family challenges and improve student attendance.

Staff Responsible for Monitoring: Classroom teachers, school information representative, wraparound specialist

Action Steps: 1. set expectations for follow up of absent students with teachers
2. make sure all parents are connected on class dojo
3. monitor that teachers communicate with parents daily when students are absent.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: Implement a campus wide system to provide intervention to students with 5 or more absences.
Evaluation Data Sources: Student attendance data.

Strategy 1: The wraparound specialist will work with the school information representative (SIR) to connect students and their families with chronic absenteeism resources that meet their needs.

Strategy's Expected Result/Impact: With support from the wraparound specialist, the attendance rate of students with chronic absenteeism will improve.

Staff Responsible for Monitoring: School Information Representative, Wraparound Specialist, Classroom Teachers.

Action Steps: 1. create a system between wraparound specialist and SIR to identify students with chronic absenteeism
2. set up parent conferences for students

3. identify family needs to promote better attendance
4. connect family to specific resources

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Problems of Practice:

Student Learning						
Problem of Practice 2: Students entering the 3rd grade are well below grade level in reading and math. Root Cause: Learning loss due to the pandemic.						
Measurable Objective 3 Details			Reviews			
Measurable Objective 3: Ensure that 100% of students sent home to quarantine have access to technology and the internet. Evaluation Data Sources: Quarantined student attendance records from temporary online learning.			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: Train front office clerk to follow up with all students sent to quarantine and assign technology before they are sent home.

Strategy's Expected Result/Impact: Students will not miss school due to quarantine and will be able to engage online.

Staff Responsible for Monitoring: Clerk, Nurse, SIR, School Leadership

Title I Schoolwide Elements: 2.4, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers will utilize positive behavior intervention strategies in their classroom management plans. Evaluation Data Sources: Classroom observations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Train teachers on how to set up PBIS based classroom management systems.

Strategy's Expected Result/Impact: There will be a reduction in Tier I and Tier II unwanted behaviors during instruction.

Staff Responsible for Monitoring: Classroom Teachers, Specialists, School Counselor

Action Steps: 1. Establish school wide expectations for behavior management plans
2. train teachers on implementing PBIS management plans
3. provide feedback to teachers on behavior management strategies implemented in the classroom.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.
Problem of Practice 3: Students are struggling to follow expectations for procedures and behavior. Root Cause: There is a classroom management system on campus but not all teachers have been trained.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students will engage in social and emotional learning activities daily. Evaluation Data Sources: Classroom observations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: All teachers will be trained and will implement Sanford Harmony social and emotional learning (SEL) lessons as part of their instruction, daily.

Strategy's Expected Result/Impact: Consistent use of an SEL program will help teachers and students build relationships and reduce the number of classroom disruptions due to behavior.

Staff Responsible for Monitoring: Classroom Teachers, School Counselor, Principal

- Action Steps:**
1. set up PD to train all teachers on Sanford Harmony's SEL program
 2. model SEL lessons in classrooms
 3. implement the SEL program with fidelity
 4. provide feedback to teachers on their implementation of the SEL program
 5. evaluate the program's effectiveness on reducing in classroom disruptions due to behavior.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Problems of Practice:

Perceptions
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.
Problem of Practice 3: Students are struggling to follow expectations for procedures and behavior. Root Cause: There is a classroom management system on campus but not all teachers have been trained.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of students needing Tier II and Tier III behavior support will receive counseling. Evaluation Data Sources: Counseling logs and improvement in student behavior.	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>				

Strategy 1: Students with recurring Tier II and Tier III behaviors will be provided counseling with a behavioral specialist.

Strategy's Expected Result/Impact: Students needing behavior support will learn strategies for communicating feelings appropriately.

Staff Responsible for Monitoring: Wraparound specialist, counselor, behavior specialist

- Action Steps:**
1. Meet as a team to identify students needing behavior support.
 2. meet with parents to offer counseling services
 3. set up a schedule for the behavioral specialist to meet with students
 4. monitor student progress

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Decrease the number of in and out of school suspensions by 50%. Evaluation Data Sources: Suspension data.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide training to teachers on how to communicate, deescalate and intervene early with students who may present signs of behavior challenges.

Strategy's Expected Result/Impact: Reduced number of student referrals.

Staff Responsible for Monitoring: Counselor, Wraparound specialist, Classroom teachers

Action Steps: 1. train teachers on effective classroom management techniques to prevent behavior issues
2. provide regular feedback to teachers on their classroom management practices as well on classroom culture
3. train teachers on how to deescalate conflict when it occurs in the classroom.
4. monitor and evaluate referral process

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase implementation of tiered intervention and PBIS in every grade level and school-wide by 25%. Evaluation Data Sources: Discipline data, classroom observations	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Train teachers to use discipline strategies and positive reinforcement to reduce and prevent student misbehavior.

Strategy's Expected Result/Impact: Behavior referrals will decrease with the implementation of tiered behavior intervention supports.

Staff Responsible for Monitoring: Counselor, Classroom teachers, school leadership

- Action Steps:** 1. establish expectations for behavior management campus wide
2. implement a positive behavior intervention system
3. implement tiered intervention strategies to support students with behavior needs
4. monitor and evaluate implementation across classrooms.

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

Measurable Objective 2 Problems of Practice:

School Processes & Programs						
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.						
Measurable Objective 3 Details Measurable Objective 3: Increase percentage of teachers rated highly effective in building a positive and respectful classroom environment. Evaluation Data Sources: Teacher appraisal data, classroom observations.			Reviews			
			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: Provide individual coaching and feedback to teachers on their classroom culture and environment, weekly.

Strategy's Expected Result/Impact: Consistent feedback will provide teachers with clear strategies for improving their classroom culture and promoting a positive classroom environment.

Staff Responsible for Monitoring: Counselor, Teacher Specialist, School Leadership

- Action Steps:** 1. train teachers on effective positive classroom culture strategies
2. ensure that counselor schedule reflects daily classroom walkthroughs
3. provide consistent feedback to teachers on their classroom culture and environment

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Problems of Practice:

School Processes & Programs	
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.	
Perceptions	
Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.	

Perceptions
Problem of Practice 3: Students are struggling to follow expectations for procedures and behavior. Root Cause: There is a classroom management system on campus but not all teachers have been trained.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase the effectiveness in identifying students needing Special Education instructional setting by 5%.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Establish follow up and tracking system for referral, identification and special Ed, 504 and IAT services.

Strategy's Expected Result/Impact: Clear systems of referral and assessment will lead to more students being identified as needing special education instruction.

Staff Responsible for Monitoring: Special Education Char, School Leadership, Classroom teachers

- Action Steps:**
1. establish a clear referral system at the campus level
 2. use district screener and assessment tools to identify students needing additional support
 3. use the IAT process to provide intervention
 4. follow the district and state guidelines for evaluation as needed

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. Root Cause: There is a lack of school wide systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase student achievement levels for students with dyslexia and reading difficulty by 10%. Evaluation Data Sources: student assessment data (screener, snapshots, running records).	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide dyslexia intervention to identified kids.

Strategy's Expected Result/Impact: students will demonstrate growth in literacy and math as measured by running records, the universal screener, and other assessments.





Staff Responsible for Monitoring: IAT coordinator, Special Education Chair, Classroom teachers.

- Action Steps:**
1. establish a clear referral system at the campus level

2. use district screener and assessment tools to identify students that may have dyslexia
3. follow the district and state guidelines for evaluation as needed
4. provide services to all students needing academic intervention

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**

Measurable Objective 2 Problems of Practice:

Student Learning				
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.				
School Processes & Programs				
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. Root Cause: There is a lack of school wide systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.				
Measurable Objective 3 Details			Reviews	
Measurable Objective 3: Increase the effectiveness of small group instruction by 5%. Evaluation Data Sources: Teacher appraisal data in the area of differentiation			Formative	Summative
			Nov	Jan
			Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Provide professional development through A+ Coaching and Vontoure to ensure teachers are trained in providing small group instruction to students.

Strategy's Expected Result/Impact: Tier III students will demonstrate growth towards grade level standards

Staff Responsible for Monitoring: Interventionist, Classroom teachers, School leadership

- Action Steps:**
1. set up a professional development and coaching plan with A+/vontoure
 2. connect each teacher with coaching support
 3. train teachers on best practices for small group instruction
 4. provide ongoing monitoring, feedback, and evaluation to teachers implementing small group instruction

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 3: Students in grades 3-5 have not met the academic achievement targets on STAAR for multiple years. Root Cause: A lack of campus wide systems for providing intervention in reading and math.

Perceptions

Problem of Practice 1: There is a high teacher turnover rate. Root Cause: A lack of systems of feedback and coaching to support and retain high quality teachers.

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of at-risk students needing addition academic, social emotional, or behavioral support will be matched with a mentor or counselor. Evaluation Data Sources: mentorship and counseling logs, student achievement data	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide mentorship opportunities through established community partners to students at risk.

Strategy's Expected Result/Impact: Mentorship will help promote positive student growth and development not only academically but also social/emotionally.

Staff Responsible for Monitoring: Counselor, Wraparound Specialist

- Action Steps:**
1. identify at risk students that are candidates for mentorship
 2. work with community partners to establish a mentorship match between student and community partner
 3. create a regular schedule for students to engage with their mentors
 4. monitor and evaluate student impact as a result of mentorship.

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of classrooms will implement project based learning for their gifted and talented students. Evaluation Data Sources: Classroom observation, academic data for gifted and talented students	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will implement project based learning through the Texas Performance Standards Project to engage GT students in higher level thinking learning activities.

Strategy's Expected Result/Impact: GT students will demonstrate expected or accelerated growth on end of year assessments.





Staff Responsible for Monitoring: Appraisers, Classroom teachers

- Action Steps:** 1. ensure that there is a school wide system for identifying GT students
 2. train teachers on best practices for differentiating for GT students through project based learning
 3. provide the resources and materials needed to implement project based learning in the classroom
 4. monitor and evaluate learning activities that GT students are engaged in during classroom observations

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is an under-identification of Gifted and Talented students. Root Cause: There is not a school wide program for identifying and supporting Gifted and Talented students.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of teachers will be trained on implementing best practices for sheltered instruction. Evaluation Data Sources: Professional development attendance and certificates	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Ensure all teachers have adequate training on supporting English language learners in their classrooms through professional development (multilingual department at HISD).

Strategy's Expected Result/Impact: Teachers will know how to implement strategies and supports in their classrooms that will allow ELL students to access the content and skills being taught in the classroom.

Staff Responsible for Monitoring: Teacher Specialist, Classroom teachers

- Action Steps:** 1. establish a calendar for professional development that includes sheltered instruction for all teachers
 2. train teachers on best practices to support ELLs focusing on one or two high impact strategies
 3. monitor and evaluate instruction

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. Root Cause: A lack of effective Tier I instruction in literacy and math, campus wide.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Increase relational partnerships between families and teachers/school by 50%. Evaluation Data Sources: Parent attendance data for school wide events.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement academic parent teacher teams to build relationships between the teacher and family and provide resources to families to support their students at home

Strategy's Expected Result/Impact: student achievement levels will increase due to parent engagement

Staff Responsible for Monitoring: Principal, Classroom Teachers

- Action Steps:**
1. establish a school wide system for opportunities for parents to engage
 2. train teachers on communicating student academic needs to parents
 3. provide times for parents to learn how to interpret student academic data and how to support their child at home
 4. follow up with teachers and families to see the impact on student achievement and school culture

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. Root Cause: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Increase school wide communication to parents. Evaluation Data Sources: Engagement on class class dojo, school website, and twitter.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Utilize already established communication systems to communicate more frequently and accessibly to parents.

Strategy's Expected Result/Impact: Parents will have easier access to engaging in the school community and providing feedback

Staff Responsible for Monitoring: Principal

- Action Steps:** 1. ensure all families are connected to class class dojo
 2. evaluate prior communication practices and family needs
 3. consistently communicate important information to families regarding (calendar, engagement opportunities, resources, and their child's academic progress)
 4. survey families to gather feedback for improvement.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. Root Cause: Decline in affordable housing in the area and availability of charter school options.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. Root Cause: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Improve assessment of family needs by 25%. Evaluation Data Sources: Student assistance form data (number of families connected to resources after referral)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement Student At the Center (SATC) collaboration meetings between wraparound specialist, counselor, school principal to establish systems for tracking support services and secure any necessary feedback.

Strategy's Expected Result/Impact: Increase in number of families served through wraparound services.

Staff Responsible for Monitoring: Wraparound specialist, Counselor, Principal

- Action Steps:** 1. establish a calendar of SATC meetings (every other week)
 2. meet with the team to assess student needs and resources provided
 3. evaluate community partnerships and connected resources
 4. monitor the impact of the system to ensure that families needs are being met.

Title I Schoolwide Elements: 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. Root Cause: Decline in affordable housing in the area and availability of charter school options.

Perceptions						
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. Root Cause: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.						
Measurable Objective 4 Details			Reviews			
Measurable Objective 4: Retain bilingual staff that can meet the linguistic needs of the community. Evaluation Data Sources: Number of bilingual staff on leadership team and school administration			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>						

Strategy 1: Hire and retain bilingual staff to assist parents in every aspect of the school system: enrollment, programs, student academic assistance and wraparound services.

Strategy's Expected Result/Impact: Increase in bilingual staff available to support parents will increase parent engagement.

Staff Responsible for Monitoring: Principal

Action Steps: 1. recruit highly effective bilingual staff with experience supporting Title 1 populations
 2. utilize professional development and coaching opportunities to retain highly effective bilingual staff
 3. develop and grow current bilingual staff members

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 4 Problems of Practice:





Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. Root Cause: Decline in affordable housing in the area and availability of charter school options.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. Root Cause: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Board Goal 5: N/A - Additional Campus Goals**Goal 7: MANDATED HEALTH SERVICES**

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

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021. Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: 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			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: 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			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: 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			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: 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			
Measurable Objective 6: 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. Evaluation Data Sources: PERSON RESPONSIBLE: School Nurse/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			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services. Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: To measure and keep ongoing track of student vision and hearing needs.

Strategy's Expected Result/Impact: Early identification of students needing hearing or vision support will allow the nurse to connect students with the resources needed.

Staff Responsible for Monitoring: School Nurse

Action Steps: 1. Establish a screening calendar
2. communicate the plan to staff
3. screen students
4. follow up and refer as needed.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: To measure and keep ongoing track of changes in students' fitness levels using FitnessGram framework, students in grades 1, 3, and 5 are screened for Acanthosis Nigricans and referred to diabetes evaluation with health provider or community clinic.

Strategy's Expected Result/Impact: Improvement in student fitness levels and early identification of students with diabetes.

Staff Responsible for Monitoring: Nurse, School Leadership

Action Steps: 1. Establish a screening calendar
2. communicate the plan to staff
3. screen students
4. follow up and refer as needed.

Title I Schoolwide Elements: 2.6

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: Ensure 100% of students needing mental health support have access to on site counseling. Evaluation Data Sources: Counseling logs and improvement in student health and well-being.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Strategy 1: Provide on campus mental health counseling to identified students through DePelchin.

Strategy's Expected Result/Impact: Students will demonstrate improvement in their mental health.

Staff Responsible for Monitoring: Wraparound Specialist, School Counselor

- Action Steps:**
1. establish partnership with DePelchin
 2. identify students needing mental health counseling through counselor and teacher referral
 3. obtain parent consent for counseling
 4. provide counseling to students on campus

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 3: There is a high number of minor behavior incidents being referred to the school counselor. Root Cause: There is not a campus wide approach to supporting social and emotional learning.

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Provide professional development on backwards designed methods for planning.
1	1	2	1	Provide 1:1 coaching for literacy teachers focused on objective driven, student centered instruction.
2	1	1	1	Provide professional development on backwards designed methods for planning.
2	1	2	1	Participate in Vontoure Math Cohort planning and professional development.
2	1	3	1	Teachers will use district number talks and numerical fluency resources as well as problem solving journals, school wide.
3	1	1	1	Growth trackers that include individual student goals will be implemented in grades 3-5 and updated regularly on the school share point drive. Students will track and reflect on their progress using individual trackers.
3	1	2	1	Ensure that all Tier 2 and Tier 3 students engage in Imagine Learning and Imagine Math/Dreambox for at least 120 minutes weekly.
4	1	3	1	Provide individualized coaching and professional development to teachers through A+ literacy coaching and Vontoure math professional development.
5	1	1	1	Teachers will call or send class dojo messages to parents when their students are absent.
5	2	1	1	Train teachers on how to set up PBIS based classroom management systems.
5	4	2	1	Provide dyslexia intervention to identified kids.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Provide professional development on backwards designed methods for planning.
1	1	2	1	Provide 1:1 coaching for literacy teachers focused on objective driven, student centered instruction.
2	1	1	1	Provide professional development on backwards designed methods for planning.
2	1	2	1	Participate in Vontoure Math Cohort planning and professional development.
2	1	3	1	Teachers will use district number talks and numerical fluency resources as well as problem solving journals, school wide.
3	1	1	1	Growth trackers that include individual student goals will be implemented in grades 3-5 and updated regularly on the school share point drive. Students will track and reflect on their progress using individual trackers.
3	1	2	1	Ensure that all Tier 2 and Tier 3 students engage in Imagine Learning and Imagine Math/Dreambox for at least 120 minutes weekly.
4	1	3	1	Provide individualized coaching and professional development to teachers through A+ literacy coaching and Vontoure math professional development.
5	2	1	1	Train teachers on how to set up PBIS based classroom management systems.
5	4	2	1	Provide dyslexia intervention to identified kids.

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: the principal and leadership team in conjunction with feedback from stakeholders.

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: the incoming principal has meet 1:1 and in groups with all teachers, staff, parent leaders, and community partners to gather feedback about the schools needs and suggestions for improvement. This feedback has been included in this plan.

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: weekly meetings with the leadership team, PLCs, student at the center (wraparound services), IAT and data dives.

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

The SIP is available to parents in the following locations: HISD website, School Website

The SIP was made available to parents by: Website, hard copies on campus

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: intensive pullout intervention, school wide professional development in Tier I instruction, sheltered instruction, growth tracking, small group, and establishing systems of identification for students at risk.

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 - PTO President
- Wraparound Specialist
- Community Partners
- School Leadership Team
- Feedback from classroom teachers

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 - September 23, 2021
- 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>
Harrington, Donna	Teacher, Class Size Reduction Gen- Title	ESL	100%
Lofton, Ladale	Teacher, Intervention (Genrl) Title I	ESL	100%

Addendums