

Houston Independent School District
245 Stevens Elementary School
2021-2022 Campus Improvement Plan



Mission Statement

The mission of Stevens Elementary School is to create a positive and safe learning environment for students through strong leadership and excellence in instruction that ignites a passion for learning in our students.

Vision

Teachers and staff at Stevens Elementary will work as a community to prepare "every student, every day" academically, socially, and emotionally to achieve success for their futures.

Value Statement

Stevens Elementary Core Values are as follows:

1. Student Success: Meeting students where they are academically, socially, and emotionally by creating an educational environment in which students' achievement is celebrated in a variety of ways.
2. Collaboration: Seeking input from all stakeholders involved with Stevens Elementary School.
3. Diversity: Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.
4. Life-Long Learning: Encouraging enthusiastic, independent thinkers and learners striving for personal growth.

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2021

Needs Assessment Overview

During the 2021-2022 school year Stevens ES will create a heavy emphasis on Tier I instruction, building teacher capacity through weekly PLC and IAT meetings, vertical planning, analyzing student data, tracking exit tickets and reviewing student work samples. Stevens ES will continue our campus wide intervention block targeting our identified Tier II and Tier III students, partnering with interventions office to ensure that instruction is maximized during this time. Differentiated instruction to support language acquisition for EL students through literacy tiered to student's English language proficiency level. We will implement the following practices to support student learning: mastery through objective driven lessons; teachers will focus daily instruction on skill building with mastery of skills/standards through the use of exit tickets or lesson products; small group and differentiated instruction; teachers will arrange rooms to provide space for small group instruction and intervention; provide students with work that not only is differentiated to match students' level or needs, but will use workstations to provide skill practice and enrichment of standards; engaging students in authentic work related to content area; teachers are expected to have students produce authentic student work relevant to the lesson objectives to ensure mastery of the lesson. Our Special Education department will focus on providing SPED students with high-quality instruction that aligns with each student's individual educational plan. Accommodations and supports will be provided consistently in the classroom and during resource time for SPED students. Program services such as dyslexia and speech therapy will be offered weekly and will be accessible to any student who is identified as needing support. Teachers and specialists will collaborate to hold each other accountable for the growth and success of our SPED students. Interventions and services will evolve for each student based on the data results. Stevens ES will also work together with parents to communicate student progress, student strengths, and areas of growth. We have an expectation that data is tracked for all students to ensure teacher training, instruction, and resources purchased align to student need.

Demographics

Demographics Summary

Lulu M. Stevens strives to meet the needs of every student who walks through our doors. Lulu M. Stevens Elementary School was established in 1952 to relieve the growing student population of Oak Forest Elementary just a few miles away in the Oak Forest/Garden Oaks area. Lulu M. Stevens Elementary School opened its doors to serve approximately 600 students who transferred from Oak Forest Elementary School. Today, Stevens Elementary School services 568 students with enrollment growing daily. The vast majority of our students reside in apartment homes. Our students' mobility rate is 23%, this being one of the highest in the Houston Independent School District. Stevens Elementary School is a Title 1 school with a student population of 84% Hispanic, 9% African American, 5% White and 1% other; 93% of students are classified Economically Disadvantaged and 53.4% of students are English Language Learners (ELL), 77% are At-Risk, 8% Special Education, and 3% Gifted and Talented. In the 2020-2021 school year Stevens Elementary School had an attendance rate of 94.84%. In 2016 Stevens Elementary School was designated as a Science, Technology, Engineering, Arts, and Mathematics Magnet Campus. Our focus on S.T.E.A.M. is centered around Project-Based Learning and the Engineering Design Process. S.T.E.A.M. allows us to focus on a variety of programs that meet the needs of our diverse student population while promoting high level thinking. In addition, Stevens Elementary School provides Bilingual/ESL. Stevens Elementary School offers a variety of Special Education classes that include a Preschoolers Achieving Learnings Skills Class, Behavior Support Class, and a Special Education Resource Classroom. Stevens Elementary School provided special education services to students in an Inclusion Support Services model in the General Education setting. Stevens Elementary School offers a Neighborhood Gifted and Talented Program which provides rigorous and relevant instruction to our Gifted and Talented students.

Demographics Strengths

Stevens Elementary serves a very diverse student population, diverse in ethnicity as well as economic status. Students at Stevens Elementary have the opportunity to be exposed to a multitude of cultures and communities while on campus. Stevens Elementary School is a Title 1 school with a student population of 84% Hispanic, 9% African American, 5% White and 1% other; 93% of students are classified Economically Disadvantaged and 53.4% of students are English Language Learners (ELL), 77% are At-Risk, 8% Special Education, and 3% Gifted and Talented. In the 2020-2021 school year Stevens Elementary School had an attendance rate of 94.84%.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: EL's - Our children are not receiving ample opportunities for language to be cemented, practice peer to peer conversations, or engage in meaningful student discourse. As a result, our students are stagnant in their reading development. **Root Cause:** Teachers are not customizing their learning method to meet the needs of second language learners including but not limited to visual vocabulary and hands on learning activities.

Student Learning

Student Learning Summary

During the 2020-2021 school year Stevens ES saw double digit growth in Grade 3 English Reading and Math and also Grade 5 Reading when comparing DLA to STAAR Release. Grade 3 Reading(English) went from 30% Approaches on DLA to 56% Approaches on STAAR Release. Grade 3 Math(English) went from 34% Approaches on DLA to 53% Approaches on STAAR Release. Grade 5 Reading(English) went from 35% Approaches on DLA to 54% on STAAR Release. Our area for improvement falls with supporting our ELL population and increasing their attendance. Grade 3 Bilingual scored below 39% Approaches in both content areas and on both assessments. Grade 4 scored below 37% Approaches on both assessments for Reading, Writing, and Math.

Individual student needs were identified when evaluating Renaissance 360 BOY, MOY, and Progress Monitoring. The data from Renaissance determined the critical area needs for each student. Which streamlined interventions. Teachers pulled small groups based on tiering and also embedded time into the block for Imagine Learning. Teachers introduced designated supports and supplemental aids. Tier 1 students were also pulled into small groups to support maintenance. Stevens ES uses Exit Ticket Trackers to monitor mastery of daily lessons. Data supports that intervention are working in some classrooms but not all.

Stevens ES Special Ed population is supported through a Push-In model. The Special Ed Chair person and Teacher Assistants go into the classroom to support students during core instruction. They will also work with a small group during Small Group Instruction. Virtual students were also able to receive all supports.

Stevens ES Interventionist met with teachers bi-monthly for RtI/IAT meetings. The latest data is discussed, intervention effectiveness, and introduction of new intervention strategies. Renaissance Progress Monitoring helped to determine which students needed to continue in their current tiering or move to another tiering.

Tools available to teachers to ensure student performance in improved included technology, campus supports and district level supports. Stevens ES Pushed-In Interventionist, Sped support and Teacher Development Specialist for ELA/SLA, Math and Science. Administrative and district support also led a Co-Teacher Model. Administrators schedule weekly check ins with identified teachers during Check-ins, Appraisers sat side by side with reviewing lesson plans, student work samples, and assessments.

Student Learning Strengths

Stevens ES Sped Department is one of the learning strengths. All Sped students (including virtual) were able to receive all Sped services during the 2020-2021 school year. Moving to a Push-In Model helped to ensure that students IEP goals were met. The Sped Chair could not meet the needs by herself. Scheduling of additional supports was the reason that Sped services were met.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Students' performance on formative assessments is not reflective of their performance on daily assignments, exit tickets and or teacher cumulative assessments. **Root Cause:** Teachers capacity to completely understand TEKS and design lessons aligned to state standards that embed rigorous checkpoints within the lesson that accurately assess student mastery.

School Processes & Programs

School Processes & Programs Summary

At Stevens ES, professional development is planned based on current data and staff feedback. The instructional team will deliver vertical planning professional development opportunities for the 2021-2022 school. Vertical team planning will allow instructional leaders and teachers to collaborate on how key skills are scaffolded and taught at each grade level PK-5 to increase student achievement. As a result, students will be prepared academically for the next grade level. Due to a high ESL population of 47.8 %, additional professional development opportunities planned for this school year focus on English language learners. Professional development includes providing appropriate accommodations based on students' English proficiency levels, integrating the ELPS, sheltering instruction, allocating time in teachers' schedule for the English language development, and effectively planning for structured conversations across all content areas. Stevens follows the transitional bilingual program where students transition to all English classes in grade 4. EL students at Stevens may also qualify for early exit. EL students are offered tutoring support from Yancy tutoring service twice a week for those students identified at the beginning or intermediate level of English language proficiency. During pre-service week this school year, open instructional labs were offered to teachers as an additional layer of differentiated professional development support. Stevens plans to utilize and implement the EIR grant model this school year consisting of seeking feedback from teachers and centering future PLC's centered on group facilitation, input, special populations, and group analysis of student work. A PLC calendar with focused instructional topic was developed over the summer. Daily instructional time is maximized by providing teachers with detailed time allocations for each component of the math and ELA blocks. Instructional leaders on the campus prioritize their day for coaching, modeling, and instructional planning with teachers in order to increase student achievement. Student progress and goals are monitored across core content areas through daily exit ticket trackers in core content areas. Data from the trackers informs upcoming instruction for the campus. Students participate in district assessments such as Snapshots, Mock STAAR, Renaissance, BRR and the ELD assessment for EL learners. Data conferences with teachers are held immediately after assessments to identify common misconceptions, instructional strategies, resources, and individualized reteach /small group action plans for teachers.

School Processes & Programs Strengths

Areas of strength for Stevens includes planning professional development based on the data and teacher surveys. Areas of growth for Stevens include ensuring PLC's are facilitative with all team members playing an active role in deciding instructional next steps for the campus through the EIR grant. Another area of growth includes creating and implementing common assessments with in grades PK-5 to monitor student progress and adjust instructional practices. Stevens will continue to focus on increasing the number of students who exit the ESL/bilingual status before the transition to middle school.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Teachers have limited opportunities for an active and collaborative role in instructional decisions directly impacting students on campus. **Root Cause:** There is a lack of teacher buy in, voice, and the building of teacher leaders on campus.

Perceptions

Perceptions Summary

Students at Stevens Elementary School historically have met standards with daily attendance. During the pandemic Stevens attendance rate fell lower than expectations. Systems and routines were implemented to ensure that teachers and students were offered every chance at attendance success. Stevens Elementary School does not have significant behaviors concerns. One student at Stevens received out of school suspension in the 2020-2021 school due to the seriousness of the incident. Stevens Elementary School counselor has implemented ReThinkEd in order to address student concerns connected to bullying on campus. True incidents of bullying are minimal at Stevens. Stevens Elementary did not have any students who were sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary or mandatory purposes. In order to support students who are struggling with behavior Stevens Elementary uses peer to peer conflict resolution and support from the campus counselor as well as grade level discipline administrators. Parent conferences are utilized in order to support student's success in the classroom. In order to promote safety Stevens implements clear communication with staff as well as regular drills to ensure that all students and staff are aware of procedures. In order to support inexperienced teachers Stevens Elementary has administrative supports by grade level and content. Ms. Julie Woods supports PK-1 all contents. Ms. Simpson supports 3-5 ELAR SLAR. Mrs. Swain supports 2-5 Mathematics. Previously Stevens invited parents to physically be present by attending class parties, open house, meet the teacher, and back to school bashes. In the wake of COVID 19 Stevens Elementary School teachers have room parents to support classroom communication and grade level communication. Parents are expected to participate in their child's education and parent conferences throughout the school year. Stevens Campus staff are involved in mentoring programs where they support their peers. Stevens staff are involved in planning elements for the school year. Stevens teachers and parents are included in the Site Based Decision Making Committee. Stevens uses the platform Class Dojo, Facebook, and Twitter to communicate with families. Teachers are required to post newsletters weekly and the campus shares a newsletter with families monthly. Communications for Stevens are translated on site by the front office team into Spanish.

Perceptions Strengths

The strengths of Stevens Elementary School perceptions include Stevens Elementary School's ability to have open communication with staff, community members and families. Stevens Elementary has made adjustments to its communication model in the 2019-2020 and 2020-2021 school years to enhance open communication with families.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: While Stevens Elementary utilizes several communication platforms, 100% of parents are not connected on class dojo, Facebook, Twitter, etc. This results in a small population of parents at Stevens Elementary School missing pertinent information. **Root Cause:** Teachers connect students who are previously enrolled in the campus and have access to the Class Dojo app. Teachers must work with front office staff to ensure that all families are able to connect and understand the app in order to be successful.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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

Board Goals

Revised/Approved: September 13, 2021

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 46% in spring 2024.

Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 4 percentage points from 36% in spring 2021 to 40% in spring 2022.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Student performance on historically low scoring TEKS will increase by at least 20%. Evaluation Data Sources: Snapshots, DLA, MOCK STAAR HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement professional development grounded in the science of teaching reading that targets oral language development, alphabet knowledge, decoding, fluency and comprehension.

Strategy's Expected Result/Impact: Students in K-3 will show growth from the BOY to MOY on Ren360 Early Literacy and Reading.

Staff Responsible for Monitoring: Teachers, Tier II leaders and Principal

Action Steps: Provide teachers master calendar of reading academy modules.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students at Meets on district reading snapshots will be at or above 40%. Evaluation Data Sources: District Assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 46% in spring 2024.

Goal 2: 70% of students will increase their reading level by one grade level through the implementation of targeted small group lessons

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: One hundred percent of teachers in grades K and 1 will successfully complete the HB3 Academy. Evaluation Data Sources: HB3 Academy HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Administer the BOY Universal Screener Assessment to K-5th graders.

Strategy's Expected Result/Impact: All Students will show growth during the running records, Ren 360 and other BOY, MOY and EOY assessments leading to at minimum one grade level.

Staff Responsible for Monitoring: Teachers, Tier II Leaders and Principal

Action Steps: Using Renaissance 360 Instructional Planning Reports, teachers will create and deliver small groups based on a students' deficit area. Appropriate resources will be matched to the students' deficit and adjusted as needed throughout the year as a student progresses. IAT PLC meetings will be held bi-weekly where Progress Monitored Forms are reviewed and discussed to determine next steps for students' growth in reading.

Title I Schoolwide Elements: 2.4, 2.5

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students scoring at or above grade level by EOY Renaissance will increase by 50%. Evaluation Data Sources: Renaissance Data	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

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

Goal 1: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Approaches Grade Level Standard on STAAR from 66% to 70% percentage points and Meets Grade Level Standard on STAAR will increase 4 percentage points from 30% in spring 2019 to 34% in spring 2024.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of the Math teachers (k-5) will engage in content specific planning sessions during designated PLC beginning August 2021 and continue monthly thereafter. Evaluation Data Sources: Snapshots, DLA and STAAR Release	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of Grade 2 and Grade 3 Math teachers will complete the HB3 Math Academies by May 2022. Evaluation Data Sources: Certificates of Completion HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: SMART Goal: During the 2021-2022 school year, 100% of 5th graders will transition to middle school by successfully meeting their growth goals in reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain which measures graduates' preparedness for college, the workforce, or the military.

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of 5th grade teachers will participate in math and reading webinars and virtual PD in order to gain knowledge on the HUB, Clever, Ontrack, 360 Reports.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: "1. Set PD Calendar, PLC times in master calendar with links and train teachers how to use MS Teams to access virtual PD and webinars
2. Teachers participate in PD"

Strategy's Expected Result/Impact: 100 percent of 5th grade students will transition to middle school successfully.

Staff Responsible for Monitoring: "Erin Trent/Principal
Swain/Formative Assessment Coordinator
C. White/5th Grade Teacher
Brown/5th Grade Teacher"

Action Steps: "1. Teachers meet and TOT-trainer of teachers to PD attended
2. Teachers administer the BOY/MOY in virtual small groups
3. Teachers meet in PLC to disaggregate data on BOY/MOY report"

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: By May 2022, PK-2 students will be at or above grade level on district approved end of year test.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Snapshot Assessments (1-2) SLA (Pk-K) at (50%-65%) or above grade level (70%-80%). HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Interventions will be based on universal screener data, BOY, snapshots, and common assessment data. Multiple teachers, based on their content strength will have intervention groups.

Strategy's Expected Result/Impact: Teachers will utilize student data to group and provide remediation as needed.

Staff Responsible for Monitoring: Teachers, Tier II Leaders and Principal

Action Steps: All K-2 students will participate in small Group Instruction. Teachers will group students based on current levels of ability, based on BOY, Snapshot also informal assessments and exit tickets to alter students' small group assignments. Data trackers to monitor student progress.

Title I Schoolwide Elements: 2.4, 2.5

Board Goal 5: N/A - Additional Campus Goals

Goal 1: DISCIPLINE

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers/staff will be trained by the School Counselor or the HISD SEL Department in De-escalating techniques and Positive Behavior Interventions.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: SEL training will be provided in the fall and spring. Training will be provided by the campus counselor or HISD SEL Department. Additional training and guidance will be provided to teachers who struggle with classroom management and student relationships.

Staff Responsible for Monitoring: Principal, Administration Team, Counselor, HISD SEL Department

Action Steps: Teachers will receive SEL training to support students in virtual learning or the face to face setting. Teachers will implement techniques and strategies learned from training to support student behavior. Teachers will implement interventions for student who have been identified as needing additional support. Students who do not respond to interventions will be referred for case management support by the counselor or outside services.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of teachers will consistently implement a grade level management plan aligned with the campus-wide discipline handbook. Evaluation Data Sources: Teachers will receive feedback, training, and support on the implementation of SEL best practices to support student behavior. Teachers will be rated in I-8 Students actively participating in lesson activities, I-9 Sets and implements discipline management procedures, I-10 Builds a positive and respectful classroom environment, and I-5 Maximizes instructional time. Teachers will receive coaching and support based on how they are rated on the indicators listed.	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Strategy 1: Utilize restorative discipline practices and other available student support services such as Counselor, Wraparound Specialist, district, or city wide resources.

Staff Responsible for Monitoring: Principal, Administration Team, Counselor, Teachers, Wraparound Specialist

Action Steps: Input Discipline data Power School, Monitoring STAAR Data, Monitoring Snapshot Data, Monitor Attendance, RL360, create systems for reduction in referrals, Case Management System, and Purple Data

Board Goal 5: N/A - Additional Campus Goals

Goal 2: SPECIAL EDUCATION- 100% of our special education students services and accommodations met using their IEP as guidance with consistency and with fidelity.

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% of teachers with special education students in their classrooms will consistently collaborate with campus special education team to ensure that all IEPs are followed and implemented in the classroom.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Campus Resource teacher will schedule monthly check-ins with teachers with special education students. IEP information will be accessible to teachers.

Strategy's Expected Result/Impact: Resource Teacher and Classroom Teachers will partner to ensure students are aware of student IEP and student accommodates.

Staff Responsible for Monitoring: Teachers, Tier II Leaders, and Principal

Action Steps: Special Education Chair will schedule a beginning of the year meeting with all teachers who serve special education students. The chair will provide an IEP copy to all teachers (electronically) to ensure that every teachers understand the student's plan, accommodations required, and any other details that will help support special education students. Teachers will be aware of all goals listed in the child's IEP.

Title I Schoolwide Elements: 2.4, 2.5

Board Goal 5: N/A - Additional Campus Goals

Goal 3: 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 teachers with gifted and talented students will complete their required training hours	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will implement strategies in the classroom to support gifted and talented students.

Strategy's Expected Result/Impact: Gifted and Talented students will be effectively supported in the classroom

Staff Responsible for Monitoring: Gifted and Talented Coordinator

Action Steps: Teachers with G/T students will ensure they complete all necessary course work to support their students. Teachers will plan to provide students with G/T services with lessons or projects. G/T Coordinator will work with the district G/T personnel to provide on-going training and support to teachers with G/T students.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students with dyslexia will receive weekly support from a dyslexia specialist.	Formative			Summative
Evaluation Data Sources: HISD Dyslexia Screener	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;">  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Strategy 1: Dyslexia service schedule will be created to provide consistent services to students. A screener will be implemented to identify students who need services.

Strategy's Expected Result/Impact: Students with Dyslexia will be identified early and able to receive support services.

Staff Responsible for Monitoring: Campus Dyslexia Specialist, Principal, Assistant Principal,

Action Steps: Dyslexia campus specialist will complete all required training to be able to provide students with services. Service schedule will be established to provide students with weekly dyslexia services. Progress monitoring data will be used to determine their growth.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By May 2022 Stevens will increase the number of VIPS registered parents by 10% from the 2020-2021 school year.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Plan, coordinate, and execute the components of FACE, Family Friendly School program initiative throughout the year.

Strategy's Expected Result/Impact: Families will be able to effectively connect to the campus and be aware of events, changes, and important information.

Staff Responsible for Monitoring: Administration, Teachers and Wraparound Specialist

Action Steps: Stevens will continue to provide information for parents to improve in different areas. Provide information on the following: Parent Classes (ESL Classes, GED, Parent Support, how to help your child, etc.) held via TEAMS.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By May 2020 we will increase the number of opportunities for evening workshops involving parents and families for 2 events a year to 4 events a year. Implementing family friendly activities, they can participate in with their child. (Covid affected last years progress)	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Stevens will increase the following initiatives Family Literacy Night, Math Night, and Science Night, Open House, STEAM night.

Strategy's Expected Result/Impact: Families will have more access to the campus as well as opportunities to learn more about math and literacy.

Staff Responsible for Monitoring: Administration, Teachers and Wraparound Specialist

Action Steps: By May 2022 Stevens will increase the number of VIPS registered parents by 10% from the 2021-2022 school year. Stevens will need to increase the amount of participation with these parents to continue neighborhood school momentum.

Board Goal 5: N/A - Additional Campus Goals

Goal 5: 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			
<p>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.</p> <p>Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Patricia Cook Estimated number of students to be screened: 568 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 2 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Patricia Cook Estimated number of students to be screened: 568 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 3 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Patricia Cook Estimated number of students to be screened:568 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.</p>	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 4 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Patricia Cook Estimated number of students to be screened:568 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 5 Details	Reviews			
<p>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.</p> <p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 6 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE: Patricia Cook/Nurse , Maria Rodriquez SIR 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 7 Details	Reviews			
<p>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.</p> <p>Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED: Patricia Cook/ Nurse Number of AEDs on campus: 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: 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

State Compensatory

Budget for 245 Stevens Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
0	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$108,000.00
6100 Subtotal:		\$108,000.00
6300 Supplies and Services		
0	6329 Reading Materials	\$47.00
6300 Subtotal:		\$47.00

Personnel for 245 Stevens Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Julie Demeterio	Intervention		78.00
Sharon Centeno	Intervention		80.00

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

Lulu M. Stevens strives to meet the needs of every student who walks through our doors. Lulu M. Stevens Elementary School was established in 1952 to relieve the growing student population of Oak Forest Elementary just a few miles away in the Oak Forest/Garden Oaks area. Lulu M. Stevens Elementary School opened its doors to serve approximately 600 students who transferred from Oak Forest Elementary School. Today, Stevens Elementary School services 658 students with enrollment growing daily. The vast majority of our students reside in apartment homes. Our students' mobility rate is 23%, this being one of the highest in the Houston Independent School District. Stevens Elementary School is a Title I school with a student population of 84% Hispanic, 9% African American, 5% White and 1% other; 93% of students are classified Economically Disadvantaged and 53.4% of students are English Language Learners (ELL), 77% are At-Risk, 8% Special Education, and 3% Gifted and Talented. In the 2018-2019 school year Stevens Elementary School had an attendance rate of 94.84%. In 2016 Stevens Elementary School was designated as a Science, Technology, Engineering, Arts, and Mathematics Magnet Campus. Our focus on S.T.E.A.M. is centered around Project-Based Learning and the Engineering Design Process. S.T.E.A.M. allows us to focus on a variety of programs that meet the needs of our diverse student population while promoting high level thinking. In addition, Stevens Elementary School provides Bilingual/ESL. Stevens Elementary School offers a variety of Special Education classes that include a Preschoolers Achieving Learnings Skills Class, Behavior Support Class, and a Special Education Resource Classroom. Stevens Elementary School provided special education services to students in an Inclusion Support Services model in the General Education setting. Stevens Elementary School offers a Neighborhood Gifted and Talented Program which provides rigorous and relevant instruction to our Gifted and Talented students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

The SIP is available to parents in the following locations:

Campus copies, presented at Title I meetings, SDMC meetings, Made available on Stevens' HISD Website

The SIP was made available to parents by:

Stevens' HISD Website, Parent meetings, SDMC Meetings, Copies available on campus.

We provide the SIP to parents in the following languages:

- English
- Spanish
- Vietnamese

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

An important campus focus is on using a variety of strategies to provide opportunities for all students, particularly those 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.

- 1) **Family Math, Science and Literacy Nights held to increase parents in the school's programs.**
- 2) **Effective communication strategies: weekly communication folders, weekly grade level newsletters and monthly calendar of events and newsletter.**
- 3) **Parent workshops and classes are offered for parents such as ESL, Nutrition, Study Skills and Homework Help.**
- 4) **Principal holds monthly Pastries with the Principal Meeting to allow parents to ask questions and share concerns.**
- 5) **Class dojo news distribution**

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:

- Erin Trent - Principal
- Coree Labbs - Parent
- Chris Harrison - Business Partner

- Jannica Palmer - Community Members
- Keon Armstrong - Teacher
- Gabriela Reyes Flores - Teacher
- Teresa Paz - Non Instructional Staff

The PFE was distributed

- On the campus website
- Via paper copy in Wednesday folders

The languages in which the PFE was distributed include

- English
- Spanish
- Vietnamese

Four strategies to increase Parent and Family Engagement include:

- Family Math, Science and Literacy Nights held to increase parents in the school's programs.
- 2) Effective communication strategies: weekly communication folders, weekly grade level newsletters and monthly calendar of events and newsletter.
- 3) Parent workshops and classes are offered for parents such as ESL, Nutrition, Study Skills and Homework Help.
- 4) Principal holds monthly Pastries with the Principal Meeting to allow parents to ask questions and share concerns.

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 - August 20th, 2021 - 8:00
- Meeting #1 Alternate - August 20th, 2021 - 9:00
- Meeting #2 - October 14th 8:00
- Meeting #2 Alternate - October 14th 3:30
- Meeting #3 - January 20th 8:00
- Meeting #3 Alternate - January 20th 3:30
- Meeting #4 - April 14th 8:00
- Meeting #4 Alternate - April 14th 3:30

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Caleb White	Title I Coordinator	Stipend	0
Courtney Christten	Counselor		100
Julianah Botwe	Kindergarten	Class Size Reduction	100

Addendums