# Houston Independent School District 247 Young Elementary School

**2022-2023 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

###### Needs Assessment Overview Summary

The needs for Young Elementary for the 2022-2023 school year include: teachers being assigned to core content areas for specialized instruction in which capacity can be built towards data driven effective Tier 1 instruction, continous and effective professional learning community meetings weekly to allow teachers to learm, collaborate with colleagues and specialist, quality sustained ongoing professional development tailored to the needs of the teachers, increasing accountability of all teachers to develop effective lessons that lead to mastery of the curriculum, universal school wide systems for best practices in instruction that are consistently used from PK-5th grade, consistent feedback from appraisers to build capacity of teachers, teaching literacy across all content areas, engage in Eureka Math learning , Wraparound services to improve parent engagement and student attendance, coaching and classroom shadowing. Ensuring that Special needs students receive modifications and resources needed. Protected time for planning built in master schedule toe nsure teachers are provided with the space and time to internalize content, lessons, and best practices.

Las necesidades de Young Elementary para el año escolar 2022-2023 incluyen: maestros asignados a áreas de contenido básico para instrucción especializada en la que se puede desarrollar la capacidad para una instrucción de Nivel 1 efectiva impulsada por datos, reuniones comunitarias de aprendizaje profesional continuas y efectivas semanalmente para permitir que los maestros aprender, colaborar con colegas y especialistas, desarrollo profesional continuo y sostenido de calidad adaptado a las necesidades de los maestros, aumentar la responsabilidad de todos los maestros para desarrollar lecciones efectivas que conduzcan al dominio del plan de estudios, sistemas universales en toda la escuela para las mejores prácticas en la instrucción que son consistentemente utilizado desde PK hasta 5.º grado, comentarios constantes de los evaluadores para desarrollar la capacidad de los maestros, enseñar alfabetización en todas las áreas de contenido, participar en el aprendizaje de Eureka Math, servicios integrales para mejorar la participación de los padres y la asistencia de los estudiantes, entrenamiento y seguimiento en el aula. Asegurar que los estudiantes con necesidades especiales reciban las modificaciones y los recursos necesarios. Tiempo protegido para la planificación integrado en el programa maestro para garantizar que los maestros cuenten con el espacio y el tiempo para internalizar el contenido, las lecciones y las mejores prácticas.

## Demographics

**Demographics Summary**

##### Ethel M. Young Elementary School is located in the Sunnyside neighborhood of Southeast Houston. It is one of the oldest elementary schools in the district. The community that we serve consists of multi-family housing units, residental homes, and the Star of Hope Housing community that supports homeless families and transitioning families. We also service Promise Rose Group Home which houses young youth males who are wards of the state and/or transitioning to adoption agencies. Young Elementary serves approximately 375 students in Grades Pre-K through 5th grade. A demographic overview of enrollment reveals that 84% of the students served are African American, 14% Hispanic, 2% White and 1% other. The professional staff at Young Elementary consists of twenty (20) classroom teachers, four (4) Core Enrichment Teachers, three (3) Special Education teachers, two (2) Special Education Teacher Assistants, one (1) Reading Interventionist, one (1) Math Interventionist, one (1) Dedicated Substitute, two (2) Clerks, one (1) Administrative Assistant, one (1) full-time Counselor, one (1) full-time Nurse, one (1) Wraparound Specialist, one (1) Intereventionist Speciialist, and two (2) Teacher Specialists. Ethel M. Young also holds a partnership with Gulf Coast Community Services Association to support Pre-K 3 and 4 students. Their staff consists of one (1) administrator, one (1) Family Service Specialist, three (3) Teachers, and two (2) Teacher Assistants.

The average student attendance rate for the 2021-2022 school year was 96.5%, with a 26% mobility rate. Currently, 97% of our students are identified as At Risk with a homeless population of 30.3%. The special programs that we offer include, but not limited to are English as a Second Language (ESL) and Gifted and Talented (GT). Our Special Education program include PALS, SLL, Speech Therapy, Resource, and Dyslexia Interventions.

**Demographics Strengths**

##### The professional staff at Young Elementary consists of twenty (20) classroom teachers, four (4) Core Enrichment Teachers, three (3) Special Education teachers, two (2) Special Education Teacher Assistants, one (1) Reading Interventionist, one (1) Math Interventionist, one (1) Dedicated Substitute, two (2) Clerks, one (1) Administrative Assistant, one (1) full-time Counselor, one (1) full-time Nurse, one (1) Wraparound Specialist, one (1) Intereventionist Speciialist, and two (2) Teacher Specialists. Ethel M. Young also holds a partnership with Gulf Coast Community Services Association to support Pre-K 3 and 4 students. Their staff consists of one (1) administrator, one (1) Family Service Specialist, three (3) Teachers, and two (2) Teacher Assistants.

Beyond campus support, the staff is heavily supported by the district with one (1) School Support Officer, three (3) Teacher Development Specialist in core content areas, one (1) Early Childhood Specialist, one (1) Data Driven Instruction Specialist, two (2) Intervention Specialist, and one (1) Instructional Technology Specilaist. These supports assist with professional development, teacher coaching and feedback, and resources. Additionally, due to the partnership with Gulf Coast Community Services Association, each Pre-K classroom is supported by two (2) classroom teachers. The district staff work in collaboration with the campus to ensure that instruction is rigorous and correlates to the TEKS curriculum.

###### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1 (Prioritized):** High Mobility Rate Tasa de alta movilidad **Root Cause:** The campus serves a high population of students who are homeless (approximately 33%)and/or who lack stability in a school setting. Students are often with the campus while parents are serviced through community supports, such as the Star of Hope. As parents or guardians complete the programs, students are uprooted from Young Elementary causing a revolving entrance/exit of students

**Problem of Practice 2:** Unidentified Population of Special Education Students Poblacion no identificada de estudiantes de educacion especial **Root Cause:** The campus serves a high population of students who are homeless and/or who lack stability in a school setting. Students lack academic documentation, progress monitoring, and intervention documentation from previous campuses. Campus teachers are servicing students with huge academic deficits.

## Student Learning

**Student Learning Summary**

Ethel M. Young Elementary currently is a 'F' rated or 'Improvement Required' campus based on the Texas Education Agency's rating that carried over from the 2018-2019 school year. The final rating was based on three Domains: 1. Student Achievement, 2A. Academic Growth, 2B. Relative Performance, and 3. Closing the Gaps. Young Elementary earned a 'F' in each of the Domains which combined for an overall score of 50.

Based on the Spring 2021 STAAR data, the percentage of students meeting the Approaches Standard was a 46% in Reading, 35% in Math, 39% in Writing, and 38% in Science. In comparision to the 2018-2019 STAAR results, data during the pandemic showed very little growth and significant decreases in the following areas:

Reading- (-7%)

Math- (+4%)

Writing- (+1%)

Science- (-39%)

###### Student Learning Strengths

Despite the pandemic and decrease in attendance during the 2020-2021 school year, students showed a slight increase in overall Math and Writing STAAR data. Math increased by 4% while Writing showed 1% increase compared to 2019 STAAR data.

###### Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Over 50% of students are currently two (2) or more grade levels below their expected reading and math grade level. **Root Cause:** Students lack foundational reading and numeracy skills, such as phonemic awareness, decoding, blending, comprehension, number recognition, skip counting, adding, and substracting.

# Priority Problems of Practice

**Problem of Practice 1**: High Mobility Rate Tasa de alta movilidad

**Root Cause 1**: The campus serves a high population of students who are homeless (approximately 33%)and/or who lack stability in a school setting. Students are often with the campus while parents are serviced through community supports, such as the Star of Hope. As parents or guardians complete the programs, students are uprooted from Young Elementary causing a revolving entrance/exit of students

**Problem of Practice 1 Areas**: Demographics

**Problem of Practice 2**: Over 50% of students are currently two (2) or more grade levels below their expected reading and math grade level.

**Root Cause 2**: Students lack foundational reading and numeracy skills, such as phonemic awareness, decoding, blending, comprehension, number recognition, skip counting, adding, and substracting.

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

# Comprehensive Needs Assessment Data Documentation

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

###### Improvement Planning Data

District goals Campus goals

HB3 Reading and math goals for PreK-3

Campus/District improvement plans (current and prior years)

Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc. Planning and decision making committee(s) meeting data

State and federal planning requirements

###### Accountability Data

Texas Academic Performance Report (TAPR) data Student Achievement Domain

Student Progress Domain Closing the Gaps Domain

Effective Schools Framework data

Comprehensive, Targeted, and/or Additional Targeted Support Identification data Accountability Distinction Designations

Federal Report Card and accountability data

###### Student Data: Assessments

State and federally required assessment information

STAAR current and longitudinal results, including all versions

STAAR End-of-Course current and longitudinal results, including all versions STAAR released test questions

Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results Student failure and/or retention rates

Local diagnostic reading assessment data Local benchmark or common assessments data Running Records results

Observation Survey results

Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2 Texas approved PreK - 2nd grade assessment data

Texas approved Prekindergarten and Kindergarten assessment data Other PreK - 2nd grade assessment data

Grades that measure student performance based on the TEKS

###### Student Data: Student Groups

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Special education/non-special education population including discipline, progress and participation data At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data Section 504 data

Homeless data

Gifted and talented data Dyslexia data

###### Student Data: Behavior and Other Indicators

Attendance data

Mobility rate, including longitudinal data Discipline records

Student surveys and/or other feedback 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

###### 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 Communications data Budgets/entitlements and expenditures data Study of best practices

Action research results Other additional data

# Board Goals

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

**Goal 1:** The percentage of 3rd-5th Grade students performing At or Above Grade Level in Reading and Writing as measured by the Meets Grade Level Standard on STAAR will increase from 33% to 50%

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

##### **Measurable Objective 1:** By May 2023, at least 80% of our students in Grades 1-5 will be reading on or above grade level as measured by Renaissance 360.

**Evaluation Data Sources:** Benchmark Running Records (BOY,MOY,EOY) Renaissance 360

Reading Mastery

**HB3 Board Goal**

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Reading Mastery lessons will be planned and delivered to student groups in grades K-2 based on their instructional needs with at least 90% accuracy/effectiveness based on T-TESS data.  **Strategy's Expected Result/Impact:** October 2022-May 2023  Students will demonstrate lesson completion of 40 to 50 levels moving them closer to expected grade level.  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Teachers will plan and internalize Reading Mastery lessons that include differentiation for student groups that will support their growth in reading and comprehension.  Teacher Specialists will plan, observe, and provide warm and cool feedback and next steps.  **Title I:**  2.4, 2.6   * **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   * **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Guided Reading lessons will be planned and delivered to student groups in grades 2-5 based on their instructional needs with at least 90% accuracy/effectiveness based on T-TESS data.  **Strategy's Expected Result/Impact:** October 2022-May 2023  Students will demonstrate 2 to 3 levels of growth per semester, moving toward on or above grade level.  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Teachers will plan intentional and targeted Guided Reading lessons for student groups that will support their growth in reading and comprehension.  Teacher Specialists and Curriculum Implementation Coaches will plan, observe, and provide warm and cool feedback and next steps.  **Title I:**  2.4, 2.6   * **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   * **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |

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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** Campus based Reading Interventionist will create a schedule to pull out and provide push in support with Tier II and III students in grades 2-5 to support development and comprehension in reading language arts.  **Strategy's Expected Result/Impact:** October 2022-May 2023  Students will demonstrate comprehension growth and skill growth according to Renaissance 360 from BOY to MOY and EOY.  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Teachers and Interventionist will plan and collaborate to discuss student deficits to create lesson that include skills and standards needed to address student needs.  Students will also receive interventions based on HB3 requirements.  Teacher Specialists will plan, observe, and provide warm and cool feedback and next steps.  **Title I:**  2.4, 2.6   * **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   * **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

##### **Measurable Objective 2:** Student in grades 1-5 will show 5% increase towards achievement on campus based unit assessments at the end of each report period.

**Evaluation Data Sources:** District Snapshots Daily Exit Tickets

End of Unit Assessments District Level Assessments

**HB3 Board Goal**

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Tier 2 students will receive at least 60 minutes of intervention and/or small group instruction while Tier 3 students will receive a minimum of 90 minutes of interventions in reading and/or small group instruction per week.  **Strategy's Expected Result/Impact:** students will show growth bi-weekly and teachers will progress monitor.  **Staff Responsible for Monitoring:** Teachers Classroom Teacher(s)  Teacher Specialist, Rogers Teacher Specialist, Kelley Principal, Smith-Mitchell  **Action Steps:** Instructional coaches and specialist will meet with teachers weekly to utilize data from various resources to inform instruction for spiraling, whole group re-teach ad or small group interventions.  **Title I:**  2.4, 2.5, 2.6   * **TEA Priorities:**   Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools   * **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

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

**Goal 2:** The percentage of 3rd grade students performing at or above grade level in reading and writing as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 50%.

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

##### **Measurable Objective 1:** By May 2023 the percentage of 3rd grade students completing lessons in Imagine Learning to achievement level will increase by 15%.

**Evaluation Data Sources:** Monthly reports from Imagine Learning Teacher lessons assigned

**HB3 Board Goal**

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** 100% of Tier 2 students will engage in a minimum of 90 minutes of interventions and Tier 3 students will receive 120 minutes of interventions per week  **Strategy's Expected Result/Impact:** September 2022 - May 2023 **Staff Responsible for Monitoring:** Classroom Teacher(s) Campus Administrators  Campus based Interventionist  **Action Steps:** Creating embedded intervention time within master and daily schedules data trackers to capture individual student data  **Title I:**  2.4, 2.5, 2.6   * **TEA Priorities:**   Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools   * **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

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

**Goal 1:** The percentage of 3rd-5th Grade students performing At or Above Grade Level in Math as measured by the Meets Grade Level Standard on STAAR will increase from 53% to 60%

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

##### **Measurable Objective 1:** The percentage of 3rd-5th Grade students performing At or Above Grade Level in Math as measured by the Meets Grade Level Standard on Mid-Year Campus Assessment will increase by 10%

**Evaluation Data Sources:** Interim assessments, Summative, Formative, Teacher-created Assessments, Exit Tickets

**Strategy's Expected Result/Impact:** October 2022-May 2023

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** 3rd-5th grade students will complete lessons on Zearn Math that are aligned to the Eureka lessons.  **Strategy's Expected Result/Impact:** Student growth Lesson connections  **Staff Responsible for Monitoring:** Teacher Specialist, Selene Rogers Intervention Specialist, Monica Hammond  District Math Support  **Action Steps:** Students are to log on to Zearn Math daily with workbooks complete with the computer based lesson. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Teachers will use individual student data trackers to differentiate and develop small group instruction lessons for different student groups based on approaches, meets, and masters standards. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |

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| **Staff Responsible for Monitoring:** Teacher Specialist, Selene Rogers Teacher Specialist, Tasha Kelley  Intervention Specialist, Monica Hammond District Math Support  **Action Steps:** - Train teachers on data driven instruction and student grouping.  -Create and distribute campus trackers  -Monthly PLC on data and student grouping  - Weekly planning sessions with instructional leaders  **TEA Priorities:**  Recruit, support, retain teachers and principals, Improve low-performing schools | November Progress |  |  |  |
|  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

##### **Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** SCHOOL PROGRESS The percentage of 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.

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

##### **Measurable Objective 1:** The percentage of CCMR students that meet the requirements for college/career/military readiness will increase by 10% by July 2023.

**HB3 Board Goal**

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will host and attend college tours for the students.  **Strategy's Expected Result/Impact:** Increasing the number of college tours, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Counselor, Project Explore  **Action Steps:** 1. Counselor and Project Grad Coordinator will contact different colleges | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress | January Progress | March Progress |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will provide students opportunities to participant career readiness research projects.  **Strategy's Expected Result/Impact:** Increasing the opportunities for career readiness, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Counselor, Project Explore  **Action Steps:** 1. Counselor and Project Grad will have an event to explore different careers. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will host a college and career fair which a variety of careers to expose students.  **Strategy's Expected Result/Impact:** Increasing the opportunities for careers exposed, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** CIS, Counselor, Project Explore  **Action Steps:** Counselor and Project Grad will have an event to explore different careers. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

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

**Goal 1:** By May 2023, the percentage of special education students completing lessons in Imagine Learning to achievement level will increase by 15%.

###### Strategic Priorities:

Expanding Educational Opportunities

##### **Measurable Objective 1:** The percentage of Tier I special education students will increase due to Imagine Literacy and Zearn usage.

**Evaluation Data Sources:** Renaissance 360 STAAR

###### HB3 Board Goal

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** SPED teachers will attend Math and RLA planning sessions and modify all assignments to support Tier 1 instruction.  **Strategy's Expected Result/Impact:** Modification of 80% of all lessons and assessments  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Instructional coaches and specialist will meet with teachers bi weekly to support with vertical planning and accommodations of lessons.  **Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 1:** ATTENDANCE

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

##### **Measurable Objective 1:** By June 2023, Young Elementary will increase their yearly overall attendance to 98% to meet the district attendance expectations

**Evaluation Data Sources:** Hisd Login information, computer support, and bus cards (if needed)

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| --- | --- | --- | --- | --- |
| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will closely monitor and track the attendance daily by 8:00 a.m.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. Teachers will take unofficial attendance at 8:00 each morning   1. Clerks/Counselor will call parents of students that haven't arrived by 8:00 2. Attendance tracker will be displayed in a common area in the school 3. Perfect attendance classes will be announced on the afternoon announcements 4. School-wide attendance incentive will be planned per 6 week period 5. Perfect attendance celebration per 6 week cycle   **Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will host and celebrate attendance achievement and celebrations.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. Attendance tracker will be displayed in a common area in the school   1. Perfect attendance classes will be announced on the afternoon announcements 2. School-wide attendance incentive will be planned per 6 week period 3. Perfect attendance celebration per 6 week cycle | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will conduct monthly truancy attendance meetings with at risk parents.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. SIR will print out monthly truancy letters from Powerschool.   1. CIS and Counselor will review the list and host meeting. 2. Parents will attend a conference regarding truancy. 3. The team (parent, CIS and Counselor) will make a plan to meet attendance expectations. | **Formative** | | | **Summative** |
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##### **Measurable Objective 2:** Young Elementary will include school wide, universal strategies that support and encourage daily attendance for all students by 98%

**Evaluation Data Sources:** We will educate students, teachers, and parents on the importance of student attendance.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will educate students and parents on the importance of student attendance.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. Attendance expectations are clearly presented in the schools and district code of student conduct.   1. Information sent home to parents regarding importance of attendance. 2. Attendance expectations will be discuss during open house and meet the teacher.   **Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will closely monitor and track students who are consistently tardy daily.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. Teachers will take unofficial attendance at 8:00 each morning   1. Clerks/Counselor will call parents of students that haven't arrived by 8:00 2. Parents will sign in the tardy book. 3. The SEL team will contact parent about | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will distribute monthly truancy letters to parents of students who have consistent attendance concerns and issues.  **Strategy's Expected Result/Impact:** With higher attendance for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** SIR, Counselor, Clerk, CIS, Wraparound, Teacher, Admin  **Action Steps:** 1. Attendance expectations are clearly presented in the schools and district code of student conduct.   1. Information sent home to parents regarding importance of attendance. 2. Attendance expectations will be discuss during open house and meet the teacher. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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**Board Goal 5:** N/A - Additional Campus Goals

**Goal 2:** DISCIPLINE

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** By June 2023, Young Elementary will decrease the number of office referrals by 3%

**Evaluation Data Sources:** A4E Discipline Tracking

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will create school wide behavior incentives for students who have no behavior referrals.  **Strategy's Expected Result/Impact:** With lower discipline for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Teacher, Admin Team, Counselor  **Action Steps:** 1. Students will have daily SEL conversations with their teachers in order to build strong relationships.  2. Teachers will send home daily conduct folders,  3. Teacher will utilize Classdojo to reward behavior and communicate with parents. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will reward students periodically by allowing them to take a trip to the BEE store.  **Strategy's Expected Result/Impact:** With lower discipline for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Teacher, Admin Team, Counselor  **Action Steps:** 1. Students will have daily SEL conversations with their teachers in order to build strong relationships.  2. Teachers will send home daily conduct folders,  3. Teacher will utilize Classdojo to reward behavior and communicate with parents. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will incentivize students by celebrating and hosting behavior achievement parties.  **Strategy's Expected Result/Impact:** With lower discipline for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Teacher, Admin Team, Counselor  **Action Steps:** 1. Teachers will reward students on Classdojo.  2. Counselor will review points and host party for behavior. | **Formative** | | | **Summative** |
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| November Progress |  |  |  |
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**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3:** VIOLENCE PREVENTION

###### Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

##### **Measurable Objective 1:** By the end of June of 2023, Young Elementary School will meet all safety requirements as mandated by the school, district, HISD Counseling services , and HISD Social and Emotional Learning dept.

**Evaluation Data Sources:** Outside referrals to district counseling services

**Strategy's Expected Result/Impact:** With lower discipline referrals for the year students academic achievement will

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will implement, with fidelity, social and emotional lessons to help students manage emotions and positive relationships while making responsible decisions.  **Strategy's Expected Result/Impact:** With lower discipline referrals for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, staff, CIS, Wraparound, admin team and SEL department **Action Steps:** During the last 30 minutes of each school day teachers will conduct lessons using Sanford Harmony that focus on different character. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will set expectations about rules and bullying with students and parents.  **Strategy's Expected Result/Impact:** With lower discipline referrals for the year students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, staff, CIS, Wraparound, admin team and SEL department **Action Steps:** Faculty, students, and parents will learn about bullying prevention, make pledges to stop bullying and put into practice what they have learned if bullying should arise | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** Campus will inform the community of bullying policies and provide student activities that bring awareness to bullying prevention and strategies. | **Formative** | | | **Summative** |
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| increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, staff, CIS, Wraparound, admin team and SEL department **Action Steps:** Faculty, students, and parents will learn about bullying prevention, make pledges to stop bullying and put into practice what they have learned if bullying should arise | November Progress |  |  |  |
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##### **Measurable Objective 2:** By the end of the June of 2023, students, parents, and teachers will have 100% confidence in safety of students at Young Elementary.

**Evaluation Data Sources:** Outside referrals to district counseling services

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Campus will inform the parents of bullying policies and will provide the student handbook.  **Strategy's Expected Result/Impact:** With reducing the number of bullying incidents students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, Wraparound, CIS, staff, admin team and SEL department **Action Steps:** Parents will learn about bullying prevention, make pledges to stop bullying and put into practice what they have learned if bullying should arise | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Campus will host red ribbon week events with CrimeStoppers and Change Happens.  **Strategy's Expected Result/Impact:** With reducing the number of bullying incidents students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, Wraparound, CIS, staff, admin team and SEL department **Action Steps:** CrimeStoppers and Change Happens will educate the students about bullying prevention and put into practice what they have learned if bullying should arise | **Formative** | | | **Summative** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will conduct a NO PLACE for HATE community which will build a learning community of inclusivity, respect and equity.  **Strategy's Expected Result/Impact:** With reducing the number of bullying incidents students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** HISD counselor, Wraparound, CIS, staff, admin team and SEL department  **Action Steps:** 1. Sign up for NO PLACE for HATE  2. Students and Counselor will participant in the program. | **Formative** | | | **Summative** |
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**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** SPECIAL EDUCATION

##### **Measurable Objective 1:** At the conclusion of 2022-2023 school year, 100% of students identified to receive Special Education services in grades 3-5, will show academic growth in both Reading and Math

**Evaluation Data Sources:** STAAR Accommodated Assessments

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Utilize various resources and differentiation practice to support students at their level of learning. **Strategy's Expected Result/Impact:** Increased student performance on campus & district assessments Evidence of meaningful and prescriptive instruction in push in/push out  **Staff Responsible for Monitoring:** Sped Chairperson  **Action Steps:** Track student populations after all major assessments and identify students in small group data binder  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Effective Interventions such as small group push in and pull out focusing on reading and math during the school day  **Strategy's Expected Result/Impact:** Increased student performance on campus & district assessments  **Staff Responsible for Monitoring:** Sped Chairperson  **Action Steps:** Review Students IEP  Track student populations after all major assessments and identify students in small group data binder  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** We will track and monitor our interventions with our special populations and plan effective tier 1 instruction to meet the needs of diverse learners in every classroom.  **Strategy's Expected Result/Impact:** Increased student performance on campus & district assessments Evidence of meaningful and prescriptive instruction in lesson plans  **Staff Responsible for Monitoring:** Sped Chairperson  **Action Steps:** Review Students IEP  Track student populations after all major assessments and identify students in small group data binder  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
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**Board Goal 5:** N/A - Additional Campus Goals

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

**Measurable Objective 1:** For 2022 -2023 school year, the overall passing rate of all students identified in special population groups will increase by 5% in all tested content areas.

**Evaluation Data Sources:** Snapshots and DLA -District Assessments TELPAS

STAAR - state assessments

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** All Special Population students will be identified and action planned will be in placed by October 1, 2022.  **Strategy's Expected Result/Impact:** October 2022-May 2023  Students will demonstrate 2 to 3 levels of growth per semester, moving toward on or above grade level.  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Campus based Interventionist will create a schedule to pull out and provide push in support with Tier II and III students in grades 2-5 to support development and comprehension.  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
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| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Effective Tier 2-3 Interventions and data tracking for special populations students. Campus based Interventionist will create a schedule to pull out and provide push in support with Tier II and III students in grades 2-5 to support development and comprehension.  **Strategy's Expected Result/Impact:** October 2022-May 2023  Students will demonstrate 2 to 3 levels of growth per semester, moving toward on or above grade level.  **Staff Responsible for Monitoring:** Classroom Teacher(s) Teacher Specialist, Rogers  Teacher Specialist, Kelley Principal, Smith-Mitchell Reading Interventionist, Tillman  **Action Steps:** Teachers will plan and internalize lessons that include differentiation for student groups that will support their growth and comprehension.  Teacher Specialists will plan, observe, and provide warm and cool feedback and next steps.  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** GT students will participate in an individualized Gifted Education Plan.  **Strategy's Expected Result/Impact:** Teachers will create and implement enrichment and extension projects to support identified GT students to help the students reach a Mastery score  **Staff Responsible for Monitoring:** Mrs. Kelley and Classroom teachers  **Action Steps:** Teachers/Admin will identify TEKS in which to help GT students reach their potential. GT coordinator and teachers will develop a calendar of events for which to implement projects for GT students.  **Title I:**  2.4, 2.6  - **Targeted Support Strategy** - **Additional Targeted Support Strategy** | **Formative** | | | **Summative** |
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**Board Goal 5:** N/A - Additional Campus Goals

**Goal 6:** PARENT and COMMUNITY ENGAGEMENT

##### **Measurable Objective 1:** Young Elementary will continue to increase parental involvement and maintain Platinum Family Friendly status with Family and Community Engagement (FACE).

**Evaluation Data Sources:** FACE data Title 1

Attendance sheets for events Wraparound services

**Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will host at least 5 parent engagement events that allow parents to support parental/teacher partnerships. **Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** CIS, Wraparound, Counselor, Title 1 coordinator  **Action Steps:** 1. Offer day and evening activities for family engagement and interaction   1. Hands-On Family Engagement Nights 2. Class field trips and other activities that include family participation | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** We will establish an open dialogue between families, teachers & school through conduct folders.  **Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Teachers, Admin, Counselor, Wraparound, CIS, and Staff  **Action Steps:** Teachers will create an daily communication journal. | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** Young Elementary will provide regular communication of student's progress to build a partnership among parent to improve student academic achievement through Classdojo. | **Formative** | | | **Summative** |
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| will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Teachers, Admin, Counselor, Wraparound, CIS, and Staff  **Action Steps:** Teachers will create an account through Class Dojo App. | November Progress |  |  |  |
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##### **Measurable Objective 2:** Young Elementary will create a safe and respectful environment where families can learn from each other as individuals and in groups.

**Evaluation Data Sources:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** We will provide parents with opportunities to participate in district and campus initiatives.  **Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** CIS, Wraparound, Counselor, Title 1 coordinator  **Action Steps:** 1. Offer day and evening activities for family engagement and interaction   1. Hands-On Family Engagement Nights 2. Class field trips and other activities that include family participation | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Young Elementary will provide regular communication of student's progress to build a partnership among parent to improve student academic achievement.  **Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** CIS, Wraparound, Counselor, Title 1 coordinator  **Action Steps:** 1. Offer day and evening activities for family engagement and interaction   1. Hands-On Family Engagement Nights 2. Class field trips and other activities that include family participation | **Formative** | | | **Summative** |
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| **Strategy 3 Details** | **Reviews** | | | |
| **Strategy 3:** Parents will participant in monthly POSSIP surveys to share praise and feedback.  **Strategy's Expected Result/Impact:** Increasing the number of parent involvement, students academic achievement will increase which will assist us in meeting our academic goals.  **Staff Responsible for Monitoring:** Principal, Counselor, CIS, and Wraparound  **Action Steps:** 1. The survey will go out to all parents at Young   1. The principal and SEL team will review the survey 2. The team will pick two items to improve on monthly. | **Formative** | | | **Summative** |
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**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7:** MANDATED HEALTH SERVICES

##### **Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 21, 2022.

**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.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** School Nurse will create a schedule to complete screenings for all required students.  **Strategy's Expected Result/Impact:** All students will have all required immunizations and testing complete  **Staff Responsible for Monitoring:** Nurse Tinker  **Action Steps:** 1. run compliance report   1. create a schedule for testing 2. administer screenings as needed | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
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##### **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 9, 2022.

**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.

###### Strategy 1 Details

**Strategy 1:** School Nurse will create a schedule to complete vision screenings for all required students no later than December 1, 2022.

**Strategy's Expected Result/Impact:** All students will have all meet vision requirements and receive vouchers for

**Reviews**

**Formative Summative Nov Jan Mar June**

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| glasses if needed.  **Staff Responsible for Monitoring:** Nurse Tinker  **Action Steps:** 1. run compliance report   1. meet with teachers to recommend students for testing via observations 2. administer screenings as needed | November Progress |  |  |  |
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##### **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 9, 2022.

**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.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** School Nurse will create a schedule to complete hearing screenings for all required students no later than December 1, 2022.  **Strategy's Expected Result/Impact:** All students will have met hearing requirements and receive letters to be sent home to students with results and further evaluation if needed  **Staff Responsible for Monitoring:** Nurse Tinker  **Action Steps:** 1. run compliance report for grade level screenings   1. meet with teachers to recommend students for testing via observations 2. administer screenings as needed | **Formative** | | | **Summative** |
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##### **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 9, 2022.

**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.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** School Nurse will complete diabetes screening on all students that have indications of prediabetes, partciulary students that are overweight  **Strategy's Expected Result/Impact:** Nurse will complete prescreening of students and ensure that notification letters of students for further testing are sent home.  **Staff Responsible for Monitoring:** Nurse Tinker  **Action Steps:** 1. administer screenings   1. document results 2. notify parents of findings via letters and/or phone calls | **Formative** | | | **Summative** |
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##### **Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 3, 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.

##### **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 2022-2023.

**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.

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Nurse will meet with parents of students that require medication throughout the school to receive proper district documents for medication distribution  **Strategy's Expected Result/Impact:** All students will receive medication as directed by physician during the school day hours.  **Staff Responsible for Monitoring:** Nurse Tinker  **Action Steps:** 1. meet with parents   1. complete necessary paperwork for authorization from physician and parent 2. Nurse will train admin of medication distribution in the event of her absence | **Formative** | | | **Summative** |
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| **Strategy 2 Details** | **Reviews** | | | |
| **Strategy 2:** Nurse will train 2-3 members of the staff to be familiar with seizure procedures for students.  **Strategy's Expected Result/Impact:** Staff members will be to administer medication for seizures if necessary  **Staff Responsible for Monitoring:** Nurse Tinker Jasmine McGaffie  Selene Rogers  **Action Steps:** 1. Nurse will conduct seizure training  2. Nurse will identify students with seizure disorder | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
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##### **Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:

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| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** AED will displayed for use and high needs areas for quick access in the event of an emergency **Strategy's Expected Result/Impact:** Trained staff members will have access to machines for use **Staff Responsible for Monitoring:** Nurse Tinker  Tasha Kelley  **Action Steps:** 1. All machines will be serviced and updated monthly  2. Inform Team Leads on proper usage | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

**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:** Physical Education Teacher will perform Presidential Fitness Youth Assessment on students in grades K-5 at beginning, middle, and end of the year.

**Evaluation Data Sources:** Physical Fitness Assessment Jump Rope for Heart

**HB3 Board Goal**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy 1 Details** | **Reviews** | | | |
| **Strategy 1:** Physical Education fitness assessment will be given in BOY and EOY  **Strategy's Expected Result/Impact:** 85% of students will be assessed with a physical assessment  **Staff Responsible for Monitoring:** Perry Selvege, Physical Education Teacher  **Action Steps:** Log of completion assessments tracked by PE Teacher Physical assessment sent home to parents | **Formative** | | | **Summative** |
| **Nov** | **Jan** | **Mar** | **June** |
| November Progress |  |  |  |
| No Progress No Progress Accomplished Accomplished Continue Continue/Modify Discontinue Discontinue | | | | |

# State Compensatory

## Budget for 247 Young Elementary School

**Total SCE Funds:** $20,988.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

Students will be offered after-school tutorials and intervention services with teachers and external tutors contracted by the campus. SCE funds will support extra-duty pay for teacher and contracted services. SCE funds will also be used to buy general supplies for the campus to support reading and math for At-Risk students. The campus will also use SCE funds to purchase additional technology, small group furniture for tutorials and interventions, and interactive whiteboards for teachers to support reading and math for At-Risk students.

# Title I

## Comprehensive Needs Assessment (CNA)

## : Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process for the academic school year. 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 Young Elementary Leadership Team. Our goal is to ensure that teachers are utilizing data to plan and deliver high quality first instruction to students that includes guided questions to support student discourse. As a leadership Team, we will provide opportunities in house with teacher specialist, within our district as well as outside sources that will support in building teacher content capacity and utilization of data. The Leadership Team will also develop teachers by providing teachers with models during PLC and in the moment coaching when necessary as well as providing teachers with continuous growth feedback through informal and formal observations.

## Campus Improvement Plan

## : Campus Improvement Plan developed with appropriate stakeholders

The School Improvement Plan is developed with the involvement of parents, 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:

by conducting a community survey to gain data that supports the needs and wants of the campus to increase student achievement, safety, and parental involvement. hosting an open forum parent meeting

## : 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:

Interim Assessments

End of the Unit Check for Understandings for Math, Reading, and Science Data conversations with students and parents

Summative assessments Daily Exit Tickets Campus Monthly Writing

Intervention Labs for all Tier II and III students After-School Enrichment Opportunities

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

The SIP is available to parents in the following locations: on the campus website

The SIP was made available to parents by: communication letter We provide the SIP to parents in the following languages:

English Spanish

## : Opportunities for all children to meet State standards

Opportunities for all students to meet and master the TEKS include these schoolwide reform strategies: Tier II -III Math and Reading Interventions (during school and after school)

Campus-wide disciplinary writing Daily Small Group Instruction After- School Tutorials

After- School Enrichment

## : Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Creating bell to bell instruction master schedules:

intervention time within the daily schedule for math and reading

implementing reading/math within ancillary classes (Art, PE, and Intervention Lab)

Social Emotional Learning

Positive Behavior Intervention System (PBIS) Sanford Harmony

Boy Scouts of America Girl Scouts Wraparound Services

Gulf Coast Community Services

## : 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 Weekly Planning with Instructional/Teacher Specialist

Proficient Tier 1 explicit instruction taking place in all content areas

Bi-weekly AT BATs

Small Group Instruction based on student data needs

## Annual Evaluation

## : Annually evaluate the schoolwide plan

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

Principal - Shanica Smith Teacher Specialist- Selene Rogers Counselor - Jasmine Proctor Teacher Specialist- Tasha Kelley

The PFE was distributed

On the campus website

The languages in which the PFE was distributed include English

Spanish

Four strategies to increase Parent and Family Engagement include: Parent/Family Engagement Nights

Curriculum/STAAR Nights Literacy on the Lawn Wraparound Services

## Parent and Family Engagement (PFE)

## : Develop and distribute Parent and Family Engagement Policy

Parents will meet with leadership team, CIS, Counselor, and Wraparound specialist to recieve updates centered around school expecattions and goals. Parents will provide feedback to support next steps and/or adjustments to the policy. This meeting will be held in September 2022.

## : 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 - Thursday, September 21, 2022

Meeting #1 Alternate - Friday, September 22, 2022

Meeting #2 - Tuesday, November 8, 2022

Meeting #2 Alternate - Wednesday, November 9, 2022

Meeting #3 - Thursday, February 9, 2023

Meeting #3 Alternate - Friday, February 10, 2023

Meeting #4 - Thursday, April 6, 2022

Meeting #4 Alternate - Friday, April 7, 2022

## Targeted Assistance Schools Only

# Title I Personnel

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position | Program | FTE |
| L Selene Rogers | Teacher Specialist |  |  |

# Campus Shared Decision Making Committee

|  |  |  |
| --- | --- | --- |
| **Committee Role** | **Name** | **Position** |
| Classroom Teacher | Monica Edwards | Interventionist Specialist |
| Classroom Teacher | Bria Reece Winston | Classroom Teacher |
| Parent | Jasmine McGaffie | Parent |
| Nurse | Vickey Tinker | Nurse |
| Business Representative | Anthony Frazier | Jacob's Home for Men (Owner) |
| Administrator | Shanica Smith | Principal |
| Administrator | Tasha Kelley | Teacher Specialist |
| Administrator | L Selene Rogers | Teacher Specialist |
| Parent | Natali Diosdado | Parent |
| Classroom Teacher | Ashley Richardson | SPED Chair |
| Community Representative | LeMarcus Newman | Community Member |
| Non-classroom Professional | Kizzie Sherrod | Administrative Assistant |
| Community Representative | Mary Cox | Community Member |

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