

Houston Independent School District
198 Love Elementary School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of W. G. Love Elementary is to provide a learning climate for the whole child so that academic, emotional, and social needs of each child are met to enable them to become life-long learners and contributors to a global society.

Campus Virtues

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RESPECT
HONESTY
DISCIPLINE
CONFIDENCE
RESPONSIBILITY
TOLERANCE
PERSEVERANCE
COMPASSION
FRIENDLINESS
SERVICE
TRUSTWORTHINESS
CITIZENSHIP

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Comprehensive Needs Assessment

Demographics

Demographics Summary

STUDENTS: Love Elementary serves 324 students in grades PK3 through 5th grade. Love ES is a schoolwide Title I campus with 83% of students who qualify for free and reduced lunch. 35% of students are English Language Learners. 11% of students receive Special Education services. 9% of students have been identified as Gifted & Talented.

The campus demographics breakdown as follows:

- Hispanic: 77%
- Black: 9%
- White: 9%
- Asian: 2%
- Two or more: 2%

TEACHERS: Love ES has 21 teachers on campus who have an average of over ten years of teaching experience.

STAFF: Love ES has a full-time nurse, librarian, and counselor to meet the needs of its students.

COMMUNITY: Love ES has an active Parent Teacher Organization. Community partners include local businesses and religious institutions such as HITS, Apostles Church, HEB, and Flower Child.

Demographics Strengths

Love Elementary demographic strengths include:

- Experienced teachers and a high teacher retention rate
- High rate of bilingual parents and students
- Increased enrollment compared to fall 2020
- Increased PTO involvement compared to fall 2020

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Enrollment has steadily declined over the past several years. **Root Cause:** The root causes of the decline in enrollment include: - COVID 19 concerns and instability - Lack of monolingual English track - Dual language enrollment restrictions for 2nd - 5th grade require that students are native Spanish speakers or are transferring from a DL program - Poor neighborhood reputation due to low STAAR scores in comparison to neighboring schools

Problem of Practice 2 (Prioritized): Percentage of students identified as Gifted & Talented decreased from 17% in 2018-2019 to 9% in Fall 2021. **Root Cause:** - Possible impact of remote learning or parents choosing to keep their students home instead of attending school in PK. - Lack of enrichment opportunities on campus for students identified as Gifted & Talented - Lack of preparation and training of students before being assessed

Student Learning

Student Learning Summary

SUMMATIVE ASSESSMENT DATA

In 2018-2019, Love Elementary earned an accountability rating of a C. This rating was an improvement from the previous school year. For context, dual language programming had moved up to 3rd grade that year.

In 2020-2021, the campus was able to maintain its percentage of students performing at "Approaches" and "Meets" in reading. In math, there was a drastic decrease across all performance levels. Additionally, there was a drop in the percentage of students who achieved "Masters" across all content areas.

20-21 STAAR RESULTS BY CONTENT - ENGLISH

Grade	Content	Number Tested	Approaches	Meets	Masters	STAAR Participation
3 rd	Math	33	55%	15%	3%	89%
	Reading	23	78%	35%	9%	85%
4 th	Math	29	59%	34%	7%	81%
	Reading	39	72%	36%	13%	85%
5 th	Writing	31	65%	32%	10%	86%
	Math	26	73%	35%	12%	87%
	Reading	30	77%	37%	27%	88%

20-21 STAAR RESULTS BY CONTENT - SPANISH

Grade	Content	Number Tested	Approaches	Meets	Masters	STAAR Participation
3 rd	Math	2	50%	0%	0%	100%
	Reading	12	42%	25%	8%	100%
4 th	Math	14	64%	14%	0%	100%
	Reading	4	75%	25%	0%	100%
	Writing	13	46%	15%	0%	93%
5 th	Math	7	43%	29%	0%	100%
	Reading	3	67%	33%	33%	100%
	Science	4	0%	0%	0%	100%

Reading	Math	Science/Writing
English & Spanish Combined	English & Spanish Combined	English & Spanish Combined

%App	%Meets	%Masters	%App	%Meets	%Masters	%App	%Meets	%Masters
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18-19: 3 rd	67%	30%	26%	72%	33%	16%
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	Reading English & Spanish Combined			Math English & Spanish Combined			Science/Writing English & Spanish Combined		
20-21: 3rd	64%	30%	8%	53%	13%	5%			
18-19: 4th	69%	35%	16%	66%	39%	24%	77%	36%	8%
20-21: 4th	71%	34%	11%	59%	27%	4%	57%	26%	6%
18-19: 5th	83%	37%	13%	83%	44%	15%	46%	17%	2%
20-21: 5th	75%	36%	27%	66%	33%	9%	48%	18%	3%

FORMATIVE ASSESSMENT DATA

Due to the high percentage of students who participated in remote learning for the 2020-2021 school year, much of the formative assessment data is incomplete.

Benchmark Running Records: 2nd and 3rd grade students showed growth in the percentage of students who scored in the advanced development range in English. Despite this, a quarter of students are still performing in the "more development needed" range. Spanish scores, through incomplete, skew lower and illustrate the majority of students are performing far below grade level expectations.

ENGLISH

Testing Period	MOY			EOY		
Performance	More Development Needed	Meeting Expectation	Adv Development	More Development Needed	Meeting Expectation	Adv Development
1st Grade	50%	15%	34%	Incomplete		
2nd Grade	48%	19%	32%	29%	16%	54%
3rd Grade	61%	5%	33%	23%	7%	68%

SPANISH

Testing Period	MOY	EOY
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SPANISH

Performance	More Development Needed	Meeting Expectations	Advanced Development	More Development Needed	Meeting Expectations	Advanced Development
1st Grade	73%	15%	10%	61%	12%	25%
2nd Grade	96%	3%	0%	Incomplete		
3rd Grade	97%	2%	0%	Incomplete		

Student Learning Strengths

- On 2018-2019 STAAR, student progress was Love ES's highest domain with a score of 75.
- On the 2020 - 2021 STAAR, reading and writing scores was an identified strength as was moving students from Did Not Meet to Approaches.
- Achievement scores were higher for students testing in English versus students testing in Spanish.
- Love ES was able to show improvement in Science in comparison to 2018-2019.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Student Spanish STAAR scores are significantly lower for Reading and Math than our English scores. **Root Cause:** - Our dual language program is still relatively new with 2018-2019 being the first year that the program reached 3rd grade. Due to the pandemic, teachers have not received the proper coaching or resources to confidently implement the program. .

Problem of Practice 2 (Prioritized): STAAR math performance falls far below our reading performance and the percentage of students who achieve "Meets" has dropped since 2018-2019. **Root Cause:** - Math scores across the district and state have declined significantly since the start of the COVID-19 pandemic. - Since 2018-2019, the language of instruction for math has changed from English to Spanish. Our upper grade math teachers have received relatively little training or resources to support this change.

Problem of Practice 3 (Prioritized): The percentage of students who scored in the "Masters" category declined across the board. **Root Cause:** - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.

School Processes & Programs

School Processes & Programs Summary

DUAL LANGUAGE

Love Elementary began its dual language program in 2015 starting with pre-kindergarten and kindergarten. All students on campus participated in dual language. Love Elementary follows HISD's model for 50/50 two way Spanish. Each student has two teachers and depending on the grade level, different content areas are taught by the English teacher and others by the Spanish teacher. In 2020-2021, dual language programming reached 5th grade. In Fall 2021, Love ES opened two new monolingual PK classes in order to be able to serve all students in the neighborhood and provide options to interested parents.

SEL

Love Elementary has a full-time counselor. The counselor runs the campus's character education program, Early Acts First Knights, which reinforces key virtues throughout the school year. The counselor teaches character education lessons in each classroom on a monthly basis. She also pulls students for Friendship Club and one on one counseling and interventions.

SPECIALIZED INSTRUCTION

New this year, Love ES is offering additional enrichment opportunities for students who are identified as Gifted & Talented. These students are pulled by the librarian once a week to work on individual projects through Renzulli.

Additionally, 1st grade - 5th grade each have a 45- 60 minute intervention block built into the instructional day. During this time, teachers pull small groups to provide data-driven intervention. When students are not in small group, they complete Imagine Math and Imagine Literacy lessons at their level.

EXTRACURRICULAR

Love Elementary offers four enrichment classes: PE, Music, Art, and Technology.

ADMINISTRATION

The campus administration consists of the principal and a teacher specialist. Both serve as instructional leaders and regularly visit classrooms together to norm on instructional expectations and feedback.

The leadership team also includes the Special Education Chair, counselor, librarian, and technology teacher. Roles and responsibilities are clearly outlined in the campus organizational chart.

School Processes & Programs Strengths

In spite of the COVID disruption, Love Elementary has been able to maintain a focus on educating the whole child. Teachers consistently pull small groups to provide targeted instruction. The campus's character education program has continued despite virtual restrictions.

In Fall 2021, Love ES added project based learning pull-outs for GT students. The campus has also partnered with HITS to provide theater lessons to 5th graders.

Perceptions

Perceptions Summary

Love Elementary is a close knit community with a high retention rate for teachers and families. The community believes in educating the whole child and working in partnership with families for the benefit of students. Collaboration and clear communication is at the heart of each campus decision.

Recently, the PTO has been revived after a lull due to COVID.

The campus has been able to maintain 0 incidents of violence or disciplinary actions resulting in ISS, OSS, or DAEP.

The campus utilizes ClassDojo as its main form of parent communication. This platform allows teachers and parents to communicate as a group and individually. Additionally, the principal writes a weekly newsletter with an overview of upcoming campus/district events and important information related to student learning, and wraparound resources.

The campus's attendance rate over the last three years have been as follows:

- 2018-2019: 96.7%
- 2019-2020: 96.9%
- 2020-2021: 94.4%

Perceptions Strengths

- Love Elementary observes a holistic approach to student discipline. Social emotional learning is the priority and behavioral intervention is preferred over reactionary consequences such as ISS, OSS, etc.
- Campus communication is consistent, accessible and transparent as evidenced by parent and staff surveys from 2020-2021.
- Love Elementary has been named a Gold Certified Family Friendly Campus by HISD's Family and Community Engagement (FACE) department in 2019-2020 and 2020-2021.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): The campus attendance rate is far below the district's goal of 98%. **Root Cause:** - In a normal school year, the school's attendance rate was under 97%. - Since COVID, the rate has dropped to 94% or lower. This is due to inconsistent attendance during remote learning and increased number of students who are not attending school due to sickness.

Priority Problems of Practice

Problem of Practice 1: Percentage of students identified as Gifted & Talented decreased from 17% in 2018-2019 to 9% in Fall 2021.

Root Cause 1: - Possible impact of remote learning or parents choosing to keep their students home instead of attending school in PK. - Lack of enrichment opportunities on campus for students identified as Gifted & Talented - Lack of preparation and training of students before being assessed

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: STAAR math performance falls far below our reading performance and the percentage of students who achieve "Meets" has dropped since 2018-2019.

Root Cause 2: - Math scores across the district and state have declined significantly since the start of the COVID-19 pandemic. - Since 2018-2019, the language of instruction for math has changed from English to Spanish. Our upper grade math teachers have received relatively little training or resources to support this change.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board.

Root Cause 3: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.

Problem of Practice 3 Areas: Student Learning

Problem of Practice 4: The campus attendance rate is far below the district's goal of 98%.

Root Cause 4: - In a normal school year, the school's attendance rate was under 97%. - Since COVID, the rate has dropped to 94% or lower. This is due to inconsistent attendance during remote learning and increased number of students who are not attending school due to sickness.

Problem of Practice 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Board Goals

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

Goal 1: ELAR: The percentage of all students performing at approaches grade level in reading will increase from 71% to 76%; the percentage of students performing at meets grade level will increase from 34% to 39%; and the percentage of students performing at masters grade level will increase from 15% to 20% as measured by the 2022 3rd - 5th grade Reading STAAR assessments.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, 80% of students will make a year's growth as evidenced by BRR and Ren 360 assessments. Evaluation Data Sources: Benchmark Running Records Renaissance 360 CIRCLE KEA HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Tier I instruction will utilize a literacy block which includes: phonics/word work, guided reading, student discourse, independent reading, daily writing and STAAR aligned exit tickets.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students will receive differentiated small group instruction each week. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Each grade level will have a 45 - 60 minute instructional block (aka "Power Hour") specifically outlined for small group differentiated instruction.





Strategy's Expected Result/Impact: Students will meet growth goals for the school year.

Staff Responsible for Monitoring: General Education Teachers
Intervention Assistance Team Liaison

Action Steps: Outline Power Hour in each grade level schedule.
Identify student small groups based on mastery data.
Set goals for content objective mastery and track students progress.
Conduct monthly IAT meetings with teachers in order to discuss progress.

Measurable Objective 2 Problems of Practice:

Student Learning	
<p>Problem of Practice 2: STAAR math performance falls far below our reading performance and the percentage of students who achieve "Meets" has dropped since 2018-2019. Root Cause: - Math scores across the district and state have declined significantly since the start of the COVID-19 pandemic. - Since 2018-2019, the language of instruction for math has changed from English to Spanish. Our upper grade math teachers have received relatively little training or resources to support this change.</p> <p>Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board. Root Cause: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.</p>	

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of K-1st grade teachers and Tier 2 leaders will complete and implement the HB3 Reading Academy by EOY 2022. Evaluation Data Sources: Module completion reports Classroom observations HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 4 Details	Reviews			
Measurable Objective 4: 90% of students in first grade will pass their high frequency word evaluation by the end of the school year. Evaluation Data Sources: HFWE 1st - 3rd administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 all students performing at approaches grade level in math will increase from 60% to 70%; the percentage of students performing at meets grade level will increase from 25% to 35%; and the percentage of students performing at masters grade level will increase from 5% to 15% as measured by the 2022 3-5 Math STAAR assessment.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of all students performing at approaches grade level in math will increase from 60% to 70%; the percentage of students performing at meets grade level will increase from 25% to 35%; and the percentage of students performing at masters grade level will increase from 5% to 15% as measured by district benchmark math assessments and mock STAAR assessments. Evaluation Data Sources: District DLA and Mock STAARS (OnTrack)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Equip teachers with strong PLC protocols (backwards panning, instructional rounds, student work review and use of data).

Strategy's Expected Result/Impact: Students will show growth by moving performance bands.

Staff Responsible for Monitoring: Principal

Teacher Specialist

General Education Teachers and Special Education Teachers

IAT Liaison

Action Steps: Create PLC calendar

Identify focus areas for each week

Train teachers how to utilize Lead4ward resources while lesson planning

Review data tracking systems

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board. Root Cause: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.





Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 90% of students will make a year's growth as evidenced by Renaissance 360 BOY to EOY comparison. Evaluation Data Sources: Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide weekly classroom observation and lesson plan feedback to teachers via schoolwide feedback form.

Strategy's Expected Result/Impact: Lesson plans will incorporate high quality checks for understanding that match the rigor of the state standard.
 Lessons will follow a gradual release model.
 Student lesson mastery will increase upon implementation of feedback.

Staff Responsible for Monitoring: Principal
 Teacher Specialist

Action Steps: - Appraisers will follow up on implementation of lesson plan feedback on a weekly basis.
 - Appraisers will follow up on implementation of instructional feedback on a weekly basis.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of 2nd and 3rd grade math teachers will complete the HB3 math professional development and apply learning to the classroom. Evaluation Data Sources: - Communication with TDS - Classroom observations - Lesson Plans HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
Measurable Objective 4 Details	Reviews			
Measurable Objective 4: 100% of students will receive differentiated small group instruction each week. Evaluation Data Sources: Lesson plans Classroom observations Teacher progress monitoring	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: SCHOOL PROGRESS: The percentage of students performing at Masters Grade Level Standard on STAAR 3-8 in all content areas will increase by 8 percentage points from 9% to 17%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of students performing at Masters Grade Level Standard on district benchmarks in all content areas will increase to an average of 17%. Evaluation Data Sources: District Snapshots/Benchmarks TEA Interim Assessments	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Equip teachers with strong PLC protocols (backwards panning, instructional rounds, student work review and use of data).

Strategy's Expected Result/Impact: Students will show growth by moving performance bands.

Staff Responsible for Monitoring: Principal
Teacher Specialist
General Education Teachers and Special Education Teachers
IAT Liaison

Action Steps: Create PLC calendar
Identify focus areas for each week
Train teachers how to utilize Lead4ward resources while lesson planning
Review data tracking systems

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Strategy 2: Provide weekly classroom observation and lesson plan feedback to teachers via schoolwide feedback form.

Strategy's Expected Result/Impact: Lesson plans will incorporate high quality checks for understanding that match the rigor of the state standard.
Lessons will follow a gradual release model.
Student lesson mastery will increase upon implementation of feedback.

Staff Responsible for Monitoring: Principal
Teacher Specialist

Action Steps: - Appraisers will follow up on implementation of lesson plan feedback on a weekly basis.
- Appraisers will follow up on implementation of instructional feedback on a weekly basis.

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board. Root Cause: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students will receive differentiated small group instruction each week. Evaluation Data Sources: Lesson plans Classroom observations Teacher progress monitoring	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Each grade level will have a 45 - 60 minute instructional block (aka "Power Hour") specifically outlined for small group differentiated instruction.

Strategy's Expected Result/Impact: Students will meet growth goals for the school year.





Staff Responsible for Monitoring: General Education Teachers
Intervention Assistance Team Liaison

Action Steps: Outline Power Hour in each grade level schedule.
Identify student small groups based on mastery data.
Set goals for content objective mastery and track students progress.
Conduct monthly IAT meetings with teachers in order to discuss progress.

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 2: STAAR math performance falls far below our reading performance and the percentage of students who achieve "Meets" has dropped since 2018-2019. Root Cause: - Math scores across the district and state have declined significantly since the start of the COVID-19 pandemic. - Since 2018-2019, the language of instruction for math has changed from English to Spanish. Our upper grade math teachers have received relatively little training or resources to support this change.
Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board. Root Cause: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 90% of students will make a year's growth as evidenced by Renaissance 360 BOY to EOY comparison. Evaluation Data Sources: Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Goal 1: CLOSING THE GAPS: Love ES will meet the ELAR target for Special Education in Domain III by achieving 19% meets grade level standard or above.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% IEPs will be executed effectively and ARD processes will remain in compliance. Evaluation Data Sources: Easy IEP reports	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Administration will have weekly meetings with the Special Education team to discuss student progress towards IEP goals, compliance, progress monitoring, etc.

Strategy's Expected Result/Impact: Students will meet or exceed IEP goals as evidenced through progress monitoring.

Staff Responsible for Monitoring: General Ed Teachers

Special Education Teachers

Special Education Chair

Action Steps: - Schedule weekly recurring meetings and arrange coverage for Special Education team.

- Create meeting agendas.

- Review Easy IEP compliance reports weekly.

- Conduct classroom observations and providing feedback with a focus on coteaching best practices and scaffolded supports.

TEA Priorities: Improve low-performing schools

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 100% of students will meet their IEP goals. Evaluation Data Sources: Progress monitoring ARDs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide weekly classroom observation and lesson plan feedback to teachers via schoolwide feedback form.

Strategy's Expected Result/Impact: Lesson plans will include evidence of individualized instruction and accommodations for students receiving Special Education services.

Student lesson mastery will increase upon implementation of feedback.

Staff Responsible for Monitoring: Principal

Teacher Specialist

Action Steps: - Appraisers will follow up on implementation of lesson plan feedback on a weekly basis.
- Appraisers will follow up on implementation of instructional feedback on a weekly basis.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: At least 19% of students in Special Education will score Meets Grade Level Standard on their ELA district level assessments and mock STAAR Evaluation Data Sources: DLA Snapshots	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Each grade level will have a 45 - 60 minute instructional block (aka "Power Hour") specifically outlined for small group differentiated instruction.

Strategy's Expected Result/Impact: Students will meet growth goals for the school year.

Staff Responsible for Monitoring: General Education Teachers
Intervention Assistance Team Liaison

Action Steps: Outline Power Hour in each grade level schedule.
Identify student small groups based on mastery data.
Set goals for content objective mastery and track students progress.
Conduct monthly IAT meetings with teachers in order to discuss progress.

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

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: STAAR math performance falls far below our reading performance and the percentage of students who achieve "Meets" has dropped since 2018-2019. Root Cause: - Math scores across the district and state have declined significantly since the start of the COVID-19 pandemic. - Since 2018-2019, the language of instruction for math has changed from English to Spanish. Our upper grade math teachers have received relatively little training or resources to support this change.
Problem of Practice 3: The percentage of students who scored in the "Masters" category declined across the board. Root Cause: - Due to the constant changes and remote learning that took place during the 2020 - 2021 school year, the campus did not implement differentiation best practices with fidelity.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: Student attendance will increase from 94.45% in 2020-2021 to 97% in 2021-2022.

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

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: The number of students with daily attendance rates below 80% will decrease from 46 students to 20 students by June 2022. Evaluation Data Sources: Attendance Reports		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Strategy 1: Conduct weekly Student at the Center (SATC) meetings to provide wraparound services to students with consistent absences.

Strategy's Expected Result/Impact: Decrease in number of students with more than 10 absences for the school year

Staff Responsible for Monitoring: Principal, Counselor, Attendance Clerk, WRS

Action Steps: Schedule weekly SATC meetings to create and act on action plans for students

Run weekly attendance reports

Conduct home visits as needed

Conduct parent meetings when absences exceed 4 for the semester

Title I Schoolwide Elements: 2.5, 2.6

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 1: The campus attendance rate is far below the district's goal of 98%. Root Cause: - In a normal school year, the school's attendance rate was under 97%. - Since COVID, the rate has dropped to 94% or lower. This is due to inconsistent attendance during remote learning and increased number of students who are not attending school due to sickness.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: Maintain 0 instances of ISS, OSS, and DAEP referrals.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Maintain 0 instances of ISS, OSS, and DAEP referrals.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Strategy 1: Implement proactive behavioral interventions across all grade levels including Early Act First Knight virtue lessons and celebrations and friendship clubs.

Strategy's Expected Result/Impact: Students will maintain 0 instances of conduct that result in suspension.
Students will continue to embody campus virtues as evidenced through their actions.
Students will be familiar with resources and strategies to lean up when they are in challenging situations.

Staff Responsible for Monitoring: Counselor

Action Steps: - Set timeline for EAFK virtue celebrations and arrange necessary presentations.
- Schedule monthly classroom lessons focused on virtues and other relevant social skills.
- Schedule friendship club meetings and partner with parents/teachers to identify students to participate.
- Prepare counseling department updates for the parent newsletter.

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Maintain 0 instances of violence on campus.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Maintain 0 instances of ISS, OSS, and DAEP referrals.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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- Prepare counseling department updates for the parent newsletter.

Title I Schoolwide Elements: 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: 100% IEPs will be executed effectively and ARD processes will remain in compliance.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 100% IEPs will be executed effectively and ARD processes will remain in compliance. Evaluation Data Sources: Easy IEP reports	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div>Continue/Modify</div><div>Discontinue</div></div>				

Strategy 1: Administration will have weekly meetings with the Special Education team to discuss student progress towards IEP goals, compliance, progress monitoring, etc.

Strategy's Expected Result/Impact: Students will meet or exceed IEP goals as evidenced through progress monitoring.

Staff Responsible for Monitoring: General Ed Teachers

Special Education Teachers

Special Education Chair

Action Steps: - Schedule weekly recurring meetings and arrange coverage for Special Education team.

- Create meeting agendas.

- Review Easy IEP compliance reports weekly.


TEA Priorities: Improve low-performing schools


Board Goal 5: N/A - Additional Campus Goals


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


Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Provide weekly project-based enrichment opportunities for students identified as Gifted & Talented.

Strategy's Expected Result/Impact: - Students will end of the year with a personalized project to reflect their learning that will be presented to the school community.
- Parents of identified students will be more likely to keep their child enrolled at Love because they are receiving specialized services.

Staff Responsible for Monitoring: GT Coordinator and Librarian

Action Steps: - Librarian will attend Renzulli training.
- Place students in small groups.
- Create a schedule for weekly enrichment opportunities.
- Communicate enrichment opportunity to parents of GT students.
- Track student progress on their individualized projects each 6 weeks.
- Schedule presentation of projects for the end of the year.

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Measurable Objective 1 Problems of Practice:


Demographics
Problem of Practice 2: Percentage of students identified as Gifted & Talented decreased from 17% in 2018-2019 to 9% in Fall 2021. Root Cause: - Possible impact of remote learning or parents choosing to keep their students home instead of attending school in PK. - Lack of enrichment opportunities on campus for students identified as Gifted & Talented - Lack of preparation and training of students before being assessed


Board Goal 5: N/A - Additional Campus Goals


Goal 6: PARENT and COMMUNITY ENGAGEMENT: Campus will be named a Platinum Certified Family Friendly School by HISD's Family and Community Engagement department.


Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: The campus will send out a weekly newsletter via the schools communication platform in order to keep parents in the loop regarding important campus and districts events/new/opportunities.

Strategy's Expected Result/Impact: Increased parent participation in school events

Strengthened PTO

Increased parent voice

Staff Responsible for Monitoring: Principal

Teacher Specialist

Action Steps: Meet with FACE representative to create an action plan for the school year.

Add events to family calendar and keep parents proactively informed.

Meet with the PTO board monthly to collaborate on campus events.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools

Measurable Objective 1 Problems of Practice:





Perceptions
Problem of Practice 1: The campus attendance rate is far below the district's goal of 98%. Root Cause: - In a normal school year, the school's attendance rate was under 97%. - Since COVID, the rate has dropped to 94% or lower. This is due to inconsistent attendance during remote learning and increased number of students who are not attending school due to sickness.

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

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

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

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

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

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 198 Love Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
1012198000	6399 General Supplies	\$8,417.00
6300 Subtotal:		\$8,417.00

Personnel for 198 Love Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Krus	Tchr, Kindergarten	Dual Language	1

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 its leadership team and SDMC.

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:

- Providing input in campus goals and needs during the state of the school data review
- Review and approval of the plan as an SDMC

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:

- Assessment data review
- Community surveys
- SDMC input

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

The SIP is available to parents in the following locations:

- Campus newsletter
- Campus website

The SIP was made available to parents by:

- Campus newsletter
- Campus website

- Parent meeting

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

- Small group instruction
- After school tutorials

2.5: Increased learning time and well-rounded education

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

- After school tutorials
- Enrichment classes such as Music, PE, Technology, and Art
- After care options
- After school clubs such as Name That Book and Spelling Bee
- Power Hour intervention blocks

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

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

- Building teacher capacity in their content areas and instructional areas through the use of Lead4ward resources, dual language planning protocols, and feedback cycles
- Proficient Tier 1 explicit instruction taking place in all content areas
- Monthly instructional rounds
- Small Group Instruction based on student data needs

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parents - Karina Berlanga, Edward Garcia, Carlos Ayala
- Teacher Specialist - Brenda Munoz

The PFE was distributed

- On the campus website
- In the campus newsletter
- Communicated during Title I meeting

The languages in which the PFE was distributed include

- English
- Spanish

Four strategies to increase Parent and Family Engagement include:

- Monthly Coffee with the Principal meetings
- FACE certification
- Community surveys each semester
- Schoolwide communication platform
- Weekly family newsletter

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 - Sept 17 at 8:30am
- Meeting #1 Alternate -Sept 22 at 4pm
- Meeting #2 - Nov 10 at 5:30pm
- Meeting #2 Alternate - Nov 11 at 8:30am
- Meeting #3 - Jan 12 at 5:30pm
- Meeting #3 Alternate - Jan 13 at 8:30am
- Meeting #4 - Mar 9 at 5:30pm
- Meeting #4 Alternate - Mar10 at 8:30am

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Eden Bass	Principal
Non-classroom Professional	Brenda Munoz	Teacher Specialist
Non-classroom Professional	Kendra Berglund Lee	Counselor
Paraprofessional	Elizabeth Garcia	Registrar
Classroom Teacher	Camila Fuller	Teacher
Classroom Teacher	Susan Dirba Hernandez	Teacher
Classroom Teacher	Sylvia Medina	Teacher
Classroom Teacher	Lynne Sustala	Teacher
Classroom Teacher	Veloyce Dorn	Special Education Chair
Parent	Heather Taylor	Parent
Parent	Traci Riley	Parent
Community Representative	Amy Maddux	Community Representative
Parent	Elizabeth Alcala	Parent

Addendums

2021-2022 Professional Development Plan*				
PD Dates	PD Format	PD Topic	Resources Needed	SIP Goal Alignment
Aug. 16	In-Person	Team Building Safety Updates Master Schedule Overview Parent Communication OneSource Compliance Courses		Board Goal 5
Aug. 17	In-Person	State of the School Presentation HB 4545 & Intervention Plans Reading Vertical Alignment Dual Language Best Practices Dual Language Partner Planning		Board Goals 1, 2, 4
Aug. 18	In-Person	Teacher Workday		NA
Aug. 19	In-Person	District PD		Board Goals 1, 2, 4
Aug. 20	In-Person	Faculty Handbook Arrival & Dismissal Systems Social Emotional Learning: SEL KERNELS		Board Goal 5
Sept. 17	Hybrid	AM: HB4545 & Intervention Parent-Teacher Conferences PM: District PD HB3 Reading Academy (Tier 2 and 1 st grade only)		Board Goals 1, 2, 4
Oct. 4	Hybrid	District PD		TBD
Feb. 21	Hybrid	District PD		TBD

* Only pdf documents can print with your SIP. Please complete and save as a pdf before uploading into Plan4Learning.