Houston Independent School District

203 Mading Elementary School

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview:

Mading Elementary School's data reflects that the campus has regressed in Domain I, Student Achievement, increased in Domain II-Student Progress, and increased in Domain III-Closing the Gap. The campus identified needs include enhancing the Lexile reading level of each student and tier focus on small group instruction in math and reading. In addition, there is a need for grade 3, 4, & 5 instructional support for comprehension skills in reading and number sense and solving multiple step problems based on Renaissance EOY-Year 2021-2022 scores and the 3rd-5th-grade STAAR scores. In addition, the first administration of the High-Frequency Word Evaluation revealed that 1st grade had more than 50% of the students fail the first administration. To improve student performance, there must be a more intentional focus on sight-word recognition in pre-kindergarten and HFWE in Kindergarten.

Narrative Priority Needs and Special Education:

- Increase the levels of students meeting standards on the STAAR Reading assessment and increase the number of Hispanic students passing the STAAR to close the achievement gap.
- Increase the levels of students meeting standards on the STAAR Math assessment and increase the number of African American students passing the STAAR to close the achievement gap. Building teacher capacity
- Increase the levels of students meeting standards on the STAAR Writing assessment and increase the number of African American students passing the STAAR to close the achievement gap. Building teacher capacity
- Increase the levels of students meeting standards on the STAAR Science assessment and increase the number of African American students passing the STAAR to close the achievement gap.
- Increase the percentages of students identified as being on or above grade level in reading as measured by Running Records.
- Improve reading performance on informational text K-5th grade.
- Increase the average scale scores of the Special Education subgroup in all STAAR assessments.
- Increase the average scale scores of ELL students taking STAAR reading and math exams, focusing on vocabulary and concept development for 3rd-5th-grade transitional students.
- Increase attendance rates by focusing on intervention for students with chronic absences.
- Improve school culture and perception by implementing a systematic way to communicate with parents regarding behavioral expectations and interventions.

Demographics

Demographics Summary

Reagan W. Mading Elementary is a Bilingual International Baccalaureate (IB) Candidacy school located on the Southeast side of Houston at 8511 Crestmont. The current enrollment for Mading is 321 students. 98% of our scholars are economically disadvantaged and 17% are English Learners (ELs). 13% of our scholars are Special Ed. and 47% make up the At-Risk population. Mading was founded in 1959. For nearly fifty years, Mading has proudly serviced its students and community by offering diverse school-based programs, specially designed to meet the varying needs of our students. The exceptional education programs at Mading consist of a generic self-contained classroom, a Functional Life Skills class, a speech therapist, one multi-grade resource teacher, and three early childhood teachers with an all-day pre-kindergarten program. Pre-Kindergarten through 1st grade is self-contained and grades 2nd- 5th receive content-based instruction. Mading also serves students using the tranistional biligual model in grades PreKindergarten-second grade. Mading is an IB Candidate campus where teachers are working hard to give all students the opportunity to receive an education fit for a globalizing world. Mading is a Gifted and Talented Neighboring campus where scholars learn to think outside of the box. Mading also services PALS students ages 3 and 4 years of age. Mading's dedicated staff is comprised of 1 principal, 1 assistant principal, 3 teacher specialist, 18 teachers, and 6 teacher assistants: 67% African American, 33% Other. There is an average of about 16 years of experience among the instructors. The ancillary staff includes A Physical Education, Media Specialist, Interventionist (Gen), Music Teacher, and Science Lab. Mading also has a Counselor, a Nurse, and a Wrap Around Specialist to support our students and families. After a brief relocation, Mading opened its doors for the 2006-07 school term in a brand new, state-of-the-art facility. It is well equipped and staffed to accommodate the challenges of education in the 21st century and beyond. With our new building, we also boast a brand-new attitude. At Mading, we focus on teaching and learning! We endeavor to involve the community to aid in promoting a positive school climate, simultaneously nurturing independence, responsibility, creative/ high-order thinking, and self-confidence. Our goal for each student at Mading is to become lifelong learners and future entrepreneurs. Our mission is to stive to prepare our students to be open-minded scholars who apply their knowledge and skills to an ever-changing world. By having a growth mindset, we will strive to provide effective instruction in which our students feel empowered. In a safe, supportive, and multicultural learning environment, our students will receive an equitable education that consist of support from teachers, parents, and the community.

Demographics Strengths

- Mading is a Bilingual Campus.
- Mading is an IB candidate school.
- Mading services PALS and SLL students.
- Mading supports GT students.
- Mading has highly effective teachers.
- Mading is part of a community where parent engagement is rich.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem of Practice 2: Building relationships with various levels of teachers and students is a continual process. We should implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers should identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Mading have behavioral challenges due to trauma, pandemic, and cultural aspects. Students with varied home environments demand the need of appropriate behavior strategies training for staff.

Problem of Practice 3: 91% of the students made academic growth, but less than 100% of students made adequate grade level literacy growth as measured by STAAR. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which was complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Student Learning

Student Learning Summary

Our scholar's overall performance in STAAR for 2022, which focuses on readiness for success in subsequent grade levels and on college and career readiness, was at 34% in Reading, 33% in Math, and 21% in Science. STAAR scores decreased in Reading by 16%, Math by 14%, and Science by 29%. We are working very hard to ensure that Mading's scholars are off to a strong school year by identifying individual deficits and meeting students where they are. Lastly, TELPAS assessment results reflect that 39% of our ELL students grew at least one proficiency level which is above the state standard.

Our school improvement goals are as follows:

1. To increase the overall percentage of students meeting Approaches or above on STAAR Reading to 60%, 34% at Meets, and 25% at Masters level.

2. To increase the overall percentage of students meeting Approaches or above on STAAR Math to 60%, 30% at Meets, and 20% at Masters level.

3. To increase the overall percentage of students meeting Approaches or above on STAAR Science to 60%, 25% at Meets, and 15% at Masters level.

4. To increase the percentage of ELL students who grow at least one proficiency level from 39% to 50%.

5. To increase the attendance from 88% rate to 98%.

Student Learning Strengths

Strength:

1. More than three/fourths of Mading students showed growth as evidenced by STAAR.

2. When students in grades K - 5 are not showing growth, student progress is discussed within PLC (professional learning communities) throughout the year to identify strategies and resources for the classroom or intervention.

3. The interventions will be targeted based on data for our Tier 1, 2, & 3 students.

4. Students needing additional intervention in academics or behavior are supported through the campus RtI (Response to Intervention) process.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Building relationships with various levels of teachers and students is a continual process. We all continue to implement treatment agreements and team norms. Using RTI referrals, various data, and vertical alignment documents, teachers identify needs and know where students left the last year and how they will continue to grow. **Root Cause:** Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at Mading have behavioral challenges due to trauma, pandemic, and cultural aspects. Instability in the home environment demands the need of appropriate behavior strategies training for staff.

Problem of Practice 2: Less than 100% of students made adequate literacy growth as measured by STAAR or Renaissance 360. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which was complicated with the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

Problem of Practice 3: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem of Practice 4: Students are not reading on grade level based **Root Cause:** Problems with phonics and decoding or with automaticity and fluency, which can draw resources away from comprehension

School Processes & Programs

School Processes & Programs Summary

Mading's programs and processes are listed below:

Mading is an IB Candidate Campus this means that we strive to become a campus that provides a continuum of international education through challenging and high-quality educational experiences to students in PreK - 5th grade. This program encourages both personal development and academic achievement challenging students to think critically, to ask the right questions, and to think across disciplines. An IB education also fosters diversity, curiosity, and a healthy appetite for learning. It is our plan to be IB certified by December of this year. Each classroom is represented by a country where the learning embedded the international focus implementing that country.

Mading is a Bilingual-Transitional Campus this program serves Spanish speaking students identified as English Learners, and transfers the student to English-only instruction. This model provides instruction in literacy and academic content areas through the medium of the student's first language, along with English language development.We also promote the learning of cross-cultural attitudes and behaviors. Mading's program begins in PreK- 2nd grades where students in this program receive their instruction in Spanish ans English each year.

Mading has an SLL program that uses the Unique (N2Y) Curriculum which is specially designed for Special Education ALT classes. The curriculum covers Math, English, Social Studies, Science, Vocation, Social Skills, and CBI (Community Based Instruction). Mading has 10 students in this class that is gaining an understanding of the covered topics throughout the year. These scholars are making measurable gains daily and we are extremely proud of them.

Mading has an ESL Program which means we support students whose native language is **not English** and who need to develop and enhance their English language skills. Designed as an intensive methodology, the instruction develops proficiency in listening, speaking, reading, and writing in the English language. At Mading, we service 13% of our students who are identified as ESL by ensuring that our teachers use Sheltered Instructional practices.

Mading has a GT Neighborhood Program which means that supports students who have been identified as GT from grades K - 5th. This is an area of focus for Mading this school year.

Mading has a PALS Program which means that we support 3 and 4-year-olds who have been identified with special needs with life and academic skills. We service 10 students at present.

Teacher Career Pathways which means that we support teachers to become teacher leaders. We believe that by extending educators' skills beyond the classroom, teachers can become powerful levers of change for our instructional community.

School Processes & Programs Strengths

Mading has effective Processes and Programs:

1. Effective SDMC Team

2. Effective Professional Development

3. Effective Planning Team for Instruction, IB, and Bilingual

4. Effective systems for SLL & PALS programs

5. Effective Teacher Career Pathway Support

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. They need to be adjusted to meet the requirements and restrictions post pandemic. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students.

Problem of Practice 2: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Perceptions

Perceptions Summary

Student Engagement:

Mading's students have the opportunity to take part in the afterschool tutorial programs to not only assist them with closing their achievement gaps but also to extend their learning. For the 2022-2023 school year, scholars will have the opportunity to participate in after-school sports like soccer, basketball, dance, and cheer. Here they will have an opportunity to learn leadership skills and teamwork. Mading also has a partnership with Action for Healthy Kids (Gardening Community) to support scholars in learning how to garden and understand the importance of being a healthy kid.

Staff Engagement:

Mading ES has retained a group of 12 teachers for 6 or more years and a group of 7 teachers for 3 or more years out of 15 teaching positions this year. We provide our beginning teachers with a campus-based mentor who meets with their mentee at least once a week and during monthly forums with the Campus Induction Coordinator. Teachers new HISD and/or new to our campus are partnered with a buddy who participates informal check-ins with the new teachers or staff members biweekly or as needed for the teacher to become an effective teacher. Weekly planning sessions, PLCs, and monthly campus-based professional development sessions are scheduled for all inexperienced teachers to attend to provide a pathway to success. New teachers are provided information and guidance regarding in-district and out-of-district professional development sessions to attend to provide additional support for the teachers.

Mading ES is rebuilding the campus climate and culture to provide a sense of belonging, community, and pride for all stakeholders. The teachers have a positive mindset and sense of pride that we are making a difference in the lives of the children and the adults we serve in the community. The teachers feel at times more communication from the district and campus will positively impact the climate and the culture. The climate of our campus does fluctuate with the ebb and flow of the school year, but the overall culture of the campus typically maintains positive throughout the school year.

Teachers feel parent involvement is important for student success. Communication, accountability, and face-to-face involvement in academics are three areas teachers feel parents can strongly impact student achievement at Mading ES. The teachers verbalize these areas of concern during campus meetings, parent conferences, brief talks with the parents, and because they feel it important to promote healthy relationships for all involved in the lives of students.

Mading has an established campus safety committee to review district and campus protocol on a monthly basis or as needed to address any areas of concern. The committee is responsible for ensuring effective procedures are in place to promote safety on the campus, discussing procedures with all staff, and addressing feedback or concerns from all staff members.

Improvement planning procedures include gaining information from all staff members through formal discussions, grade-level meetings, faculty meetings, then the information is provided to the campus leader to incorporate in the decision-making process. Feedback is gathered from staff to make adjustments when necessary.

Parent/Guardian & Community Engagement:

Mading ES parents participate in their child’s education by attending annual events such Meet the Teacher, Open House, Spanish Hertiage Programs, Black History program, SMDC, “Your Voice Matters”, promotion ceremonies, and parent meetings. Our parents are eager to volunteer and look forward to volunteer

opportunities as conditions improve. We communicate with our parents through the school website, Twitter, Class Dojo, call-outs, and fliers. Parents also receive notifications and reminders of important school events. All notifications are communicated in English and Spanish.

Parents and business partners participate in monthly SDMC meetings. Our parents and business partners understand the importance and their role in the shared decision committee and support the success of scholars.

Based on feedback from our monthly “Your Voice Matters’ meetings, our parents believe in the Mission and Core Values of Mading ES and support all scholars.

Perceptions Strengths

Teachers continue to find efficient ways to connect and communicate with families throughout the year. At least once a year, parent and student surveys are collected and analyzed. Mading teacher leaders serve on leadership teams and campus committees that help us to monitor continuous improvement and gather community input.

Student Engagement:

- The is a high student desire to become engaged in after-school activities.
- There is high parent support for student engagement.

Staff Engagement:

- The long-term teachers of Mading ES have a sense of pride and want to foster a sense of community for all stakeholders.
- Inexperienced teachers have a pathway to becoming successful long-term teachers with Mading ES or within the school district.
- Our staff is determined to generate lifelong learners who will have a positive impact on the world by involving parents and creating a positive sense of urgency regarding education.
- The safety committee on our campus provides a sense of safety and allows for staff impact in integral aspects of the campus' daily routines.
- The staff has different avenues to communicate information regarding campus improvement and become part of the decision-making process.

Parent/Guardian & Community Engagement:

- Our various forms of communication with our parents- Social Media, school website, Class Dojo, Callouts, and Fliers
- English and Spanish communication
- Opportunities for parents to support entire student body- clothing and school supply donations/Back to School haircuts
- Your Voice Matters
- Parent Advisory Council (PAC)
- Multiple opportunities to voice their concerns/opinions during Monthly "Your Voice Matters" meetings

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Not all demographic populations have achieved their full potential academically or behaviorally. **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem of Practice 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There may be limited opportunities in activities parents/community members feel confident in participating and we have some restrictions for in-person due to Covid that are now being lifted.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

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

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

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 students at the Meet Level for the 2022 -2023 Reading STAAR in grades 3rd from 29% to 35% and Masters level from 12% to 17%

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: All students will demonstrate growth on all district/common assessments by 10% at all performance levels on MOY campus assessments compared to the BOY assessment data.

Evaluation Data Sources: Common assessments, District Assessments ,Renaissance, Imagine, and Amplify

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Guided Reading small groups daily using leveled readers with fidelity **Strategy's Expected Result/Impact:** Admin, teachers, students **Staff Responsible for Monitoring:** Admin, teachers, DDI **Action Steps:** (1) Provide and implement PD focused on small group instruction and best practices. (2) Monitor strategies being used in the classroom and evidence of best practices. (3) Review BRR, REN360, and formative assessments for data and trends of student progress monthly. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Training - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $1,900, Really Great Reading - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $600	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide effective first instructions by ensuring that lesson plans will include instructional strategies to target interventions for Tier I students to meet the Masters Level. **Strategy's Expected Result/Impact:** The percentage of students reaching Masters Level on the Campus MOY Reading in grades 3 - 5 will be at 20% and increase to 25% at the Campus Pre-STAAR Assessment in the Spring. **Staff Responsible for Monitoring:** Admin and teachers **Action Steps:** (1) PLCs will provide time monthly for teachers to collaborate in vertical alignment/content teams for planning using best practices. (2) Data talks with DDI will be conducted monthly at PLC's to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies. (3) Campus leadership will monitor instructional strategies using coaching, walk-throughs, data reports from Ren360; BBRs; Imagine Learning, and lesson plans **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create a positive reading atmosphere to ignite a passion for reading in students by developing key vocabulary attack and comprehension strategies. **Strategy's Expected Result/Impact:** Increase Reading decoding, fluency, and comprehension skills needed to bring students up at least one grade level **Staff Responsible for Monitoring:** Admin Teachers Reading interventionist **Action Steps:** (1) Ensure teachers understand how to use Really Great Reading (2) Allow students to use Amplify which meets students where they are (3) Provide teachers with strategies in PLC that help them to internalize their content to deliver it in a manner that allows students to comprehend effectively **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Really Great Reading - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600, PLC - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $1,500, Amplify - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: The number of students at Tier 2 & Tier 3 on the Universal screen will decrease by 10% at each of the benchmark periods progress monitoring, MOY and EOY.

Evaluation Data Sources: REN 360

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All teachers, Prek-5th, will plan and implement effective small group lessons in literacy. **Strategy's Expected Result/Impact:** Implementing professional development grounded in the science of teaching reading will target students' oral language development, alphabet knowledge, decoding, fluency, and comprehension in the primary grades **Staff Responsible for Monitoring:** Admin and teachers **Action Steps:** (1) In accordance with HB3 all 1st grade teachers, new Kindergarten and Special Education teachers will complete the Texas Reading Academy training by the end of the 2021-2022 school year. (2) Teachers will implement evidence based strategies from the Texas Reading Academy training. (3) Teachers will use assessment to analyze and monitor student data to make informed instructional decisions. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $1,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pullout/ push-in, Imagine Language and Literacy, home resources/support, parent communication **Strategy's Expected Result/Impact:** All students will receive timely and effective literacy intervention **Staff Responsible for Monitoring:** Admin Team, Intervention Teachers, Classroom Teachers **Action Steps:** (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as at least 6 months below grade level will receive pull-out support from campus reading interventionist or strategic support via Imagine Learning and Amplify. (3) Students identified will be monitored for growth. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Imagine Reading - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600, Amplify - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $3,000	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions. **Strategy's Expected Result/Impact:** All students will progress at least two levels on running records at each benchmark period - BOY, MOY, and EOY **Staff Responsible for Monitoring:** Admin, TDS, Teachers **Action Steps:** (1) All teachers will meet with campus reading interventionist monthly in PLC's to discuss student progress, effective reading strategies, and use of reading materials to support literacy groups and Guided Reading practices. (2) Teachers will track student progress and evaluate student growth at each of the benchmark periods. (3) Teachers will use student progress data to revise instructional strategies and/or group to meet student needs. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development-Teacher Created Materials - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 3: The number students at Tier III & II according to the BOY REN assessment will decrease by 10% when compared to the MOY REN assessment and 35% when compared to the EOY REN Assessment.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Focus on independent reading and comprehension skills with Tier II & III students with an interventionist at least 45 minutes weekly. **Strategy's Expected Result/Impact:** Student's independent reading level and comprehension skills will increase having a positive impact on the number of students on Tier II & Tier III levels according to the districts Universal Screener **Staff Responsible for Monitoring:** Admin, Interventionist, Teachers **Action Steps:** (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Amplify for a minimum of 30 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Learning and Literacy for a minimum of 30 minutes each week. (5) Monitor student progress using BBR, REN 360, formative assessments, Imagine Literacy **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Interventionist - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $59,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teacher and Interventionist with use Focus kits to foundational TEKs **Strategy's Expected Result/Impact:** Students will learn to understand TEKs on their level and will progress to grade level **Staff Responsible for Monitoring:** Admin Teachers Interventionist **Action Steps:** (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Focus Kits to target TEKs.. (4) Monitor student progress using REN 360, formative assessments, Imagine Literacy **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Focus Kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $600	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Focus on effective first instruction **Strategy's Expected Result/Impact:** Students will receive the foundation needed in order to have lesson differentiated to meet their needs **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) Plan effective lessons (2) Address misconceptions (3) Use lead4ward resources (4) Attend PLC/PD **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Trainings - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $1,000	5%			

0% No Progress 100% Accomplished Continue/Modify 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.

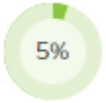
Goal 2: Improve academic proficiency for all subgroups by 16%: Black - 5%, Hispanic - 8%, SPED - 5%, ELL - 3% as measured by Reading Proficiency.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Improve academic growth for all subgroups and reduce the achievement gap for students by providing effective first instruction.

Evaluation Data Sources: Ren 360
STAAR
District Benchmarks

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the reading workshop framework to guide intentional instruction using Really Great Reading with an intensive focus on mini-lesson architecture and small group instruction. **Strategy's Expected Result/Impact:** Students are will have strong decoding and fluent reading. **Staff Responsible for Monitoring:** Reading Specialist Teachers Interventionist Admini **Action Steps:** Teachers will administer benchmark assessments using Really Great Reading pre/post assessments. The data will be used to determine students' reading level and skill levels alongside learning progressions. This data will be used to place students in flexible groups for small group instruction appropriately. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Really Great Reading - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be trained to effectively use error analysis to plan for targeted small group instruction. **Strategy's Expected Result/Impact:** Teachers will have effective small group instruction/guided reading **Staff Responsible for Monitoring:** Reading Speacialist Reading TDS Teachers Admin **Action Steps:** Attend PLC, Professional Developments, have coaching sessions **Title I:** 2.4, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $1,500	10%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement a reader's workshop model to include mini-lesson architecture to provide instruction that is systematic and coherent. **Strategy's Expected Result/Impact:** Effective lessons in small group **Staff Responsible for Monitoring:** Reading Specialist Teachers TDS Admin **Action Steps:** Have a standard small group protocol **Title I:** 2.4, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Small Group protocol - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 2: 100% of teachers will use differentiation as a tool to engage all learners and provide instruction that is meaningful and relevant to address academic, emotional, and cultural needs while targeting underperforming subgroups.

Evaluation Data Sources: Ren 360
STAAR
District Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a framework for daily Independent Reading and develop rich and culturally diverse classroom libraries to support the reader's workshop. **Strategy's Expected Result/Impact:** Students' fluency and comprehension will increase **Staff Responsible for Monitoring:** Reading Specialist Admin Teachers **Action Steps:** Ensure that every teacher has a leveled library Ensure that the books are varied in relation to culture **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Leveled Library - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will use conferring with students as a way to differentiate and prioritize students' needs in order to be more responsive in their instruction. **Strategy's Expected Result/Impact:** Have tailored CFUs and HOT questions to determine students' needs when it comes to text analysis **Staff Responsible for Monitoring:** Admin Reading Specialist Teachers **Action Steps:** Embed CFUs and HOTs into the lesson plan Embed CFUs and HOTs into the presentation Internalize lessons to address misconceptions **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Curriculum Guides - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will use prompting strategies to engage learners by utilizing the Lead4ward playlist and strategies **Strategy's Expected Result/Impact:** Teachers will have a variety of ways to engage students in the learning **Staff Responsible for Monitoring:** Admin Teacher Specilist Teachers **Action Steps:** Teach the Lead4ward components in PLC Provide teachers with a playlist Have them to identify which strategy they will use for the week **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Lead4ward - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	5%			

0% No Progress 100% Accomplished Continue/Modify 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 3: The percentage of students at the Meet level for the 2022-2023 Reading STARR in 4th grade will increase from 29% to 40% for Meets and from 12% to 19% in Masters

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: All students will demonstrate growth on all district/common assessments by 10% at all performance levels on MOY campus assessments compared to the BOY assessment data.

Evaluation Data Sources: District/Campus Assessments
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide effective first instruction **Strategy's Expected Result/Impact:** Students will have the foundational skillset to dissect various strands related to the TEKs **Staff Responsible for Monitoring:** Admin Teacher Specialist **Action Steps:** (1) Have an effective lesson plan (2) Address misconceptions (3) Align activities to the TEK **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Curriculum Guides - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: As a campus we will have a frequent active monitoring plan and meet after each assessment during data PLCs to discuss trends and adjustments. **Strategy's Expected Result/Impact:** Teachers will understand what TEKs are being mastered in order to provide effective instruction **Staff Responsible for Monitoring:** Admin Teachers Specialist DDI **Action Steps:** PLC monthly data meets Data dives **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Lead4ward, DDI tracking, trainings - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $1,000	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ontrack assessment questions will be used to teach students how to answer questions similar to STAAR 2.0 **Strategy's Expected Result/Impact:** Students will be exposed to technology based questioning similar to STAAR 2.0 **Staff Responsible for Monitoring:** Admin DDI Teacher Media Specialist **Action Steps:** OnTrack training Do now and Exit Ticket questions from OnTrack Varied blooms questioning on the computer **Title I:** 2.4, 2.6 **Funding Sources:** Computer, training, Lead4ward - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 2: Students will receive targeted intervention to address foundational TEKs for comprehension, decoding, and vocabulary skills.

Evaluation Data Sources: Ren 360
Mastery Data Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will group students based on student current data needs based on Reniassance and Benchmarks. **Strategy's Expected Result/Impact:** Students will recieve differentiated instructions based on their needs **Staff Responsible for Monitoring:** Admin Specialist Teachers DDI **Action Steps:** Small group protocol used PLC data dive Targeted intervention **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Ren 360, Intervention kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500	5%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be trained how to do guided reading and other strategies related to students being able to decode text **Strategy's Expected Result/Impact:** Teachers will understand how to group students based on skillset, highly tested TEKs, and workstations **Staff Responsible for Monitoring:** Admin Teachers Specialist DDI **Action Steps:** Professional Development during PLC and learning labs DDI TEK dissection guide Coaching **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Professional Development - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be trained on how to provide students with designated supports **Strategy's Expected Result/Impact:** Teachers will administer designated supports at the beginning of the year so that students know how to use them throughout the year **Staff Responsible for Monitoring:** Amin IAT Team Teachers DDI **Action Steps:** Professional Development Rti Progress monitoring **Title I:** 2.4, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional development, Lead4ward, Designated supports - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

No Progress Accomplished Continue/Modify Discontinue

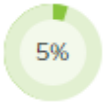
Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 4: The percentage of students at the Meet level for the 2022-2023 Reading STARR in 5th grade will increase from 30% to 40% for Meets and from 20% to 27% in Masters

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: All students will demonstrate growth on all district/common assessments by 10% at all performance levels on MOY campus assessments compared to the BOY assessment data.

Evaluation Data Sources: District/Campus Assessments
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide effective first instruction **Strategy's Expected Result/Impact:** Students will have the foundational skillset to dissect various strands related to the TEKs **Staff Responsible for Monitoring:** Admin Teacher Specialist **Action Steps:** (1) Have an effective lesson plan (2) Address misconceptions (3) Align activities to the TEK **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Curriculum and Lead4ward - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: As a campus we will have a frequent active monitoring plan and meet after each assessment during data PLCs to discuss trends and adjustments. **Strategy's Expected Result/Impact:** Teachers will understand what TEKs are being mastered in order to provide effective instruction **Staff Responsible for Monitoring:** Admin Teacher DDI **Action Steps:** PLC monthly data meets Data dives **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** PD, Lead4ward, Curriculum guides - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials	5%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ontrack assessment questions will be used to teach students how to answer questions similar to STAAR 2.0 **Strategy's Expected Result/Impact:** Students will be exposed to technology based questioning similar to STAAR 2.0 **Staff Responsible for Monitoring:** Admin Teachers Specialist DDI **Action Steps:** OnTrack training Do now and Exit Ticket questions from OnTrack Varied blooms questioning on the computer **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** OnTrack, Professional Development, Computer - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $1,000	5%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

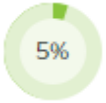
Measurable Objective 2: Students will receive targeted intervention to address foundational TEKs for comprehension, decoding, and vocabulary skills.

Evaluation Data Sources: Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will group students based on student current data needs based on Reniassance and Benchmarks. **Strategy's Expected Result/Impact:** Students will recieve differentiated instructions based on their needs **Staff Responsible for Monitoring:** Admin Specialist Teachers DDI **Action Steps:** Small group protocol used PLC data dive Targeted intervention **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Ren 360, Intervention kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be trained how to do guided reading and other strategies related to students being able to decode text **Strategy's Expected Result/Impact:** Teachers will understand how to group students based on skillset, highly tested TEKs, and workstations **Staff Responsible for Monitoring:** Admin Teachers Specialist DDI **Action Steps:** Professional Development during PLC and learning labs DDI TEK dissection guide Coaching **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Professional Development - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,500	10%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will be trained on how to provide students with designated supports **Strategy's Expected Result/Impact:** Teachers will administer designated supports at the beginning of the year so that students know how to use them throughout the year **Staff Responsible for Monitoring:** Amin IAT Team Teachers DDI **Action Steps:** Professional Development Rti Progress monitoring **Title I:** 2.4, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional development, Lead4ward, Designated supports - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions. **Strategy's Expected Result/Impact:** Student Progress on the Universal screen will show tier growth at each of the benchmark periods - EOY, MOY and EOY. **Staff Responsible for Monitoring:** Admin, interventionist, teachers **Action Steps:** (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as consistently not mastering math learning targets will receive pull-out support from interventionist or strategic support via Imagine Math. (3) Students identified will be monitored for growth. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** DDI - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency. **Strategy's Expected Result/Impact:** Teachers will incorporate problem-solving, number sense and fluency in their daily math instructional practices. **Staff Responsible for Monitoring:** Admin and Teachers **Action Steps:** (1) All teachers will receive ongoing math training. (2) Teachers will discuss and implement evidence-based strategies from the training they attend during the school year. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $2,000	5%			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: All Math will be trained and implement Zearn **Strategy's Expected Result/Impact:** The intervention piece will help teachers target specific TEKs that students are having issues mastering **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) Understand how to use Zearn (2) Incorporate it in small group and workstations (3) Connect students to the technology component so that they may use it at home **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000	10%			

0% No Progress 100% Accomplished Continue/Modify 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 students at the Meets Level for the 2022 -2023 Math STAAR in 3rd grade will increase from 20% to 25% and Masters Level from 2% to 10%

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Student Assessment Math results will increase by 5% at all performance levels on MOY campus assessments compared to the BOY assessment data, with an additional 5% increase from the MOY assessment data compared to the pre-STAAR (April 2023) assessments.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will participate in planned vertical alignment sessions to foster essential understandings of what students need to know and be able to do by the end of each grade level and align instructional strategies across grade levels to meet those needs. **Strategy's Expected Result/Impact:** Continuity in instructional strategies and student expectations will result in an increase at all performance levels on STAAR as compared to the BOY baseline assessments **Staff Responsible for Monitoring:** Admin and Teachers **Action Steps:** (1) PLCs will provide time weekly for teachers to collaborate in vertical alignment/content teams for planning using best practices. (2) Data talks will be conducted monthly at PLC's to allow teachers time to monitor student progress and reevaluate small groups and intervention strategies. (3) Campus leadership will monitor instructional strategies using coaching, walk-throughs, data reports using Imagine Math, and lesson plans. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Curriculum Guides - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will analyze unit/ objective assessment to drive and provide small group instruction to Tier II & III students for 6 weeks with weeks. **Strategy's Expected Result/Impact:** The number of students at Tier III & II according to the BOY REN assessment will decrease by 5% when compared to the MOY REN assessment and45% when compared to the EOY REN Assessment **Staff Responsible for Monitoring:** Admin, consultant, teachers **Action Steps:** (1) Provide and Implement PD focused on small group math instruction and best practices. (2) Monitor strategies being used in the classroom and/or intervention classes for evidence of best practices. (3) Review REN360, Imagine Math Data and formative assessments for data and trends of student progress monthly. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** DDI - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure learning is based on defined standards. PLC meetings will involve a component to discuss standards to ensure appropriate content and rigor aligned with the HISD curriculum for Math **Strategy's Expected Result/Impact:** All students and specific student populations will receive high-quality instruction that ensures growth in math **Staff Responsible for Monitoring:** Admin Teachers Interventionist **Action Steps:** (1) Coach teachers on effective strategies (2) Have a consultant come and explain how to use STAAR 2.0 tools (3) TDS lead a PLC and learning lab sessions **Title I:** 2.4, 2.6 - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $1,900				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: 100% of Tier II & III students will receive timely and effective math intervention.

Evaluation Data Sources: Universal REN Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions. **Strategy's Expected Result/Impact:** Student Progress on the Universal screen will show tier growth at each of the benchmark periods - EOY, MOY and EOY. **Staff Responsible for Monitoring:** Admin, interventionist, teachers **Action Steps:** (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as consistently not mastering math learning targets will receive pull-out support from interventionist or strategic support via Imagine Math. (3) Students identified will be monitored for growth. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** DDI - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement research-based effective and systematic instructional practices in mathematics grades K-3 that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency. **Strategy's Expected Result/Impact:** Teachers in grades K-3 will incorporate problem solving, number sense and fluency into their daily math instructional practices. **Staff Responsible for Monitoring:** Admin and Teachers **Action Steps:** (1) All teachers in grades K-5 will receive ongoing math training. (2) Teachers will discuss and implement evidence based strategies from the trainings they attend during the school year. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All Math will be trained and implement Zearn **Strategy's Expected Result/Impact:** The intervention piece will help teachers target specific TEKs that students are having issues mastering **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) Understand how to use Zearn (2) Incorporate it in small group and workstations (3) Connect students to the technology component so that they may use it at home **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 3: The number of students at Tier III & II according to the BOY REN Math assessment will decrease by 10% when compared to the MOY REN assessment and 45% when compared to the EOY REN Assessment.

Evaluation Data Sources: District Assessments
Campus Benchmarks
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize the Tier II & III data from Ren 360, previous STAAR data and/or other student data to identify students and implement an intervention plan to assist students performing below grade level. **Strategy's Expected Result/Impact:** The number of students mastering grade level TEKS in math will increase having a positive impact on the number of students on Tier II & III levels according to the district's Universal Screener **Staff Responsible for Monitoring:** Admin, DDI, Teachers **Action Steps:** (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Math Intervention groups based on math standards and skills. (3) Provide minimum of 30 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Math for a minimum of 45 minutes each week. (5) Monitor student progress using REN 360, formative assessments, Imagine Math. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** DDI - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All classroom teachers will provide personalized learning opportunities for students though guided math groups in order to develop strong numeracy skills. **Strategy's Expected Result/Impact:** Students' development in math numeracy through guided math will increase **Staff Responsible for Monitoring:** Admin Teachers Interventionist **Action Steps:** Employ academic Interventionists and instructional aides (Professional and/or Paraprofessionals) to work with students, from all subgroups, needing RtI interventions, academic interventions, or enrichment/extension. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Interventionist - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $35,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide supplemental instruction/support/materials and timely interventions for ALL students, including but not limited to those who are in the targeted focus subgroup. **Strategy's Expected Result/Impact:** Student growth on district and state assessments **Staff Responsible for Monitoring:** Admin Teachers Interventionist **Action Steps:** small group/intervention calendars effectively use Progress Monitoring data **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Focus Kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $600				

 No Progress Accomplished Continue/Modify 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 2: The percentage of students at the Meets Level for the 2022 -2023 Math STAAR in 4th grade will increase from 19% to 26% and Masters Level from 3% to 10%

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: All students will increase growth in foundational math fluency skills by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will provide effective 1st instruction **Strategy's Expected Result/Impact:** Students will obtain the foundational components needed to build their skillset for various TEKs **Staff Responsible for Monitoring:** Admin Consultant Teachers Specialist **Action Steps:** Effective lesson planning Lead4ward strategies TEK dissection Coachng **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Professional Development, Curriculum Guides, Lead4ward - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Integrate specific mathematical strategies with the timed practice **Strategy's Expected Result/Impact:** Students will become significantly more accurate when asked to complete a transfer task **Staff Responsible for Monitoring:** Admin Math TDS Teachers Specialist **Action Steps:** Teach students foundational math components Have student practice the foundational skills in various formats Track student progress **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Curriculum guides, TCM, Consultant, Coaching - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will use Zearn with as a supplemental educational component **Strategy's Expected Result/Impact:** Students' skillset will improve using the intervention tool aligned to STAAR 2.0 **Staff Responsible for Monitoring:** Admin Teachers Specialist **Action Steps:** Teachers will be trained on Zearn Students will use the tool as in class and intervention piece Teachers will include Zearn components in their lessons **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: Teachers will effectively implement interventions for all students based on their need

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions. **Strategy's Expected Result/Impact:** Student Progress on the Universal screen will show tier growth at each of the benchmark periods - EOY, MOY and EOY. **Staff Responsible for Monitoring:** Admin, interventionist, teachers **Action Steps:** (1) Under-performing students will be monitored bi-monthly at campus IAT meetings. (2) Students who are identified as consistently not mastering math learning targets will receive pull-out support from interventionist or strategic support via Imagine Math. (3) Students identified will be monitored for growth. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** DDI - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $600				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency. **Strategy's Expected Result/Impact:** Teachers will incorporate problem-solving, number sense and fluency in their daily math instructional practices. **Staff Responsible for Monitoring:** Admin and Teachers **Action Steps:** (1) All teachers will receive ongoing math training. (2) Teachers will discuss and implement evidence-based strategies from the training they attend during the school year. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All Math will be trained and implement Zearn **Strategy's Expected Result/Impact:** The intervention piece will help teachers target specific TEKs that students are having issues mastering **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) Understand how to use Zearn (2) Incorporate it in small group and workstations (3) Connect students to the technology component so that they may use it at home **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

 No Progress Accomplished Continue/Modify 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 3: The percentage of students at the Meets Level for the 2022 -2023 Math STAAR in 5th grade will increase from 45% to 50% and Masters Level from 12% to 17%

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: All students will increase growth in foundational math fluency skills by 20%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide effective 1st instruction	Formative			Summative
Strategy's Expected Result/Impact: Students will obtain the foundational components needed to build their skillset for various TEKs	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Admin Consultant Teachers Specialist				
Action Steps: Effective lesson planning Lead4ward strategies TEK dissection Coachng				
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**				
Funding Sources: Professional Development, Curriculum Guides, Lead4ward - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Integrate specific mathematical strategies with the timed practice **Strategy's Expected Result/Impact:** Students will become significantly more accurate when asked to complete a transfer task **Staff Responsible for Monitoring:** Admin Math TDS Teachers Specialist **Action Steps:** Teach students foundational math components Have student practice the foundational skills in various formats Track student progress **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Curriculum guides, TCM, Consultant, Coaching - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will use Zearn with as a supplemental educational component **Strategy's Expected Result/Impact:** Students' skillset will improve using the intervention tool aligned to STAAR 2.0 **Staff Responsible for Monitoring:** Admin Teachers Specialist **Action Steps:** Teachers will be trained on Zearn Students will use the tool as in class and intervention piece Teachers will include Zearn components in their lessons **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy** **Funding Sources:** Zearn - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: Teachers will effectively implement interventions for all students based on their need

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: By the end of the 2022-2023 school year 65% of 5th grade students will be at the Approaches Level on the STAAR reading and math. By meeting this goal, elementary students will be on a path to fulfill the College, Career, and Military Readiness (CCMR) component of the Student Achievement domain.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: The MOY results for Reading and Math will indicate 45% of 5th graders at the Approaches Level and 65% at the Approaches Level on the STAAR Reading and Math.

Evaluation Data Sources: District Assessment
Campus Assessments
Ren BOY, MOY, EOY

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/ push-in, and Imagine Language and Literacy for identified Tier II and III Reading students, Amplify, and Zearn. **Strategy's Expected Result/Impact:** By the end of the 2022 - 2023 school year, 70% of all students will read at or above grade level as measured by Amplify/Imagine Reading (including SPED students). **Staff Responsible for Monitoring:** Admin, IAT Liason, Teachers **Action Steps:** (1) Develop Reading Intervention groups based BOY data results (2) Provide minimum of 30 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Learning and Amplify for a minimum of 30 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Math, and Zearn. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Interventionist - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students. **Strategy's Expected Result/Impact:** Introduce the TEK in various formats so that students are able to articulate it in various ways. **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) Use workstations (2) Monitor small group (3) Build technology components in every lesson **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Technology - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide students with open-ended questions that force them to use critical thinking skills **Strategy's Expected Result/Impact:** Students will be exposed to varied levels of blooms taxonomy questions that equip them to go beyond multiple choice thinking **Staff Responsible for Monitoring:** Admin Teachers Interventionist **Action Steps:** (1) Students will learn critical thinking skills (2) Teachers will use open-ended questions that foster thinking critically (3) TDS will train teachers on how to use STAAR 2.0 formatted questions **Title I:** 2.4, 2.6 **Funding Sources:** PD - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Measurable Objective 2: The number of students at Tier III & II according to the BOY Math/Reading REN assessment will decrease by 25% when compared to the MOY Math/Reading REN assessment and 45% when compared to the EOY Math REN Assessment at all grade levels.

Evaluation Data Sources: District Assessment
Campus Assessments
Ren BOY, MOY, EOY
Lesson Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/ push-in, Zearn, and Imagine Math for identified Tier II and III Math students. **Strategy's Expected Result/Impact:** The number of students K-5 mastering grade level Math TEKS will increase, decreasing the number of students in Tier II & III as indicated on the REN 360 Math Assessment. **Staff Responsible for Monitoring:** Admin, IAT Liason, Teachers **Action Steps:** (1) Develop Math Intervention groups based BOY data results (2) Provide minimum of 30 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Math for a minimum of 30 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Math. **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Manipulatives - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/ push-in, and Imagine Literacy for identified Tier II and III Reading students. **Strategy's Expected Result/Impact:** The number of students K-5 mastering grade level ELA TEKS will increase, decreasing the number of students in Tier II & III as indicated on the REN 360 Reading Assessment. **Staff Responsible for Monitoring:** Admin, IAT Liaison, Teachers **Action Steps:** (1) Develop Reading Intervention groups based recent data results (2) Provide minimum of 30 minutes weekly during intervention small group. (3) Tier II & III students will utilize Imagine Literacy and Amplify for a minimum of 30 minutes each week. (4) Monitor student progress using REN 360, formative assessments, Imagine Literacy. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Amplify - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide students with designated supports during Tier 1 instruction **Strategy's Expected Result/Impact:** Students will use the supports to understand how to decode text, math problems, and recall information **Staff Responsible for Monitoring:** Admin Teachers Interventionist RTI/IAT Liaison **Action Steps:** (1) Train teachers on what designated supports are (2) Use designated supports on the first district/school assessment (3) Track student growth using the supports **Title I:** 2.4, 2.6 **Funding Sources:** Designated Supports - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

 No Progress Accomplished Continue/Modify 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: During the 2022-2023 school year the percentage of identified special education students at the Meets Level on the 3-5 Reading STAAR will increase from 0% to 10%

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Campus data for identified Special Education students will show 5% of identified Special Education students in grades 3 - 5 at the Meets level on the MOY Campus Reading Assessment and 7% on the April Pre-STAAR Reading Assessment.

Evaluation Data Sources: District Assessments
Campus Formative Assessments
Ren 360

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop and implement a targeted tutorial plan for identified special education students that are not at grade level for reading standards according to objective assessments, snapshot, benchmark data and other campus assessments. **Strategy's Expected Result/Impact:** The increase of identified SE students in grades 3 -5 at the Meets level on the MOY & April Pre-STAAR campus assessments will increase when compared to the BOY. **Staff Responsible for Monitoring:** Admin SpEd Administrator SpEd Lead Teacher Classroom teachers **Action Steps:** (1) Analyze BOY data (2) Form Flexible tutorial groups based on individual student needs (3) Develop and implement a targeted instructional plan to assist students on struggling Reading standards (4) Monitor data monthly to evaluate student progress according to objective assessments, district assessments, and benchmark data. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students with designated supports during first instruction **Strategy's Expected Result/Impact:** Students will use designated supports as guides **Staff Responsible for Monitoring:** SPED Chairperson Resource Teacher Teacher Admin **Action Steps:** (1) Train teachers on how to use designated supports (2) Provide students with designated supports **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Designated Supports - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Differentiate lessons so that students will be exposed to the TEK in various ways **Strategy's Expected Result/Impact:** Students will be able to use varied strategies to address TEKs **Staff Responsible for Monitoring:** SPED Chairperson Resource Teacher Teacher Admin **Action Steps:** (1) Provide small group training (2) Workstation Training (3) PLC/PD differentiated strategies **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Professional Development - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 2: The number of identified SE students at Tier II & Tier III according to the BOY REN 360 Reading assessment will decrease by 25% when compared to the MOY REN 360 Reading assessment and 45% when compared to the EOY REN Reading assessment.

Evaluation Data Sources: REN 360 Reading Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will utilize the TIER II & III data from REN 360 to identify SE students and implement an intervention plan to assist students with meeting grade level reading standards. **Strategy's Expected Result/Impact:** The number of students meeting reading standard will increase having a positive impact on the number of students at Tier II & Tier III levels on the Reading Ren 360 screener. **Staff Responsible for Monitoring:** Admin SpEd Administrator SpEd Lead Teacher Classroom teachers **Action Steps:** (1) Analyze BOY Universal Screener to identify Tier II & Tier III students. (2) Develop Reading Intervention groups based on reading levels and skills. (3) Use Amplify for a minimum of 30 minutes weekly during intervention small group. (4) Tier II & III students will utilize Imagine Learning and Literacy for a minimum of 30 minutes each week. (5) Monitor student progress using BBR, REN 360, formative assessments, Imagine Literacy. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Imagine Learning - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and track student performance by TEK in order to provide targeted small group, workstation activities, and pull-out interventions. **Strategy's Expected Result/Impact:** Student progress on Ren 360 Reading will show student growth at each of the benchmark progress monitoring, MOY & EOY periods. **Staff Responsible for Monitoring:** Admin SpEd Administrator SpEd Lead Teacher Classroom teachers **Action Steps:** (1) Identified SE students at Tier II & III (2) Identify TEKS needing to be targeted in small group, by the Reading interventionist or strategic support via Imagine Literacy and Amplify. (3) Monitor student growth monthly according to the progress monitoring in REN 360 **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Profession Development/IAT - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement more 21st century and hands on lessons to engage students in the learning **Strategy's Expected Result/Impact:** Students will comprehend lessons more effectively using skills they use normally to address everyday scenarios. Learning is becomes more transferable. **Staff Responsible for Monitoring:** Admin Teachers **Action Steps:** (1) PLCs (2) Learning Labs (3) Technology **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teacher Development Specialist - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: During the 2022 - 2023 school year, the school attendance rate will increase from 94.37% to 98% by the EOY ADA Data Report.

Evaluation Data Sources: ADA Attendance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: A Campus Attendance Committee; Wraparound and Counselor, will work with families with chronic absences. **Strategy's Expected Result/Impact:** The percentage of students identified as having with chronic absences of more than 1 absence per week will decrease. **Staff Responsible for Monitoring:** Principal SIRS/ Attendance Clerk Campus Attendance Committee **Action Steps:** (1) Campus policies will be developed to communicate efficiently with parents about attendance issues. (2) Attendance reminder letters and transfer student non-renewal warning letters will be utilized. (3) Face-to-face and/or phone communication will be addressed with parents of students missing 3 consecutive days or a total of 5 days or transfer students with 3 unexcused absences. **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Tracker - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Identify and respond to grade level and pupil subgroup patterns of chronic absence and truancy. **Strategy's Expected Result/Impact:** Student attendance will increase incrementally by grade level **Staff Responsible for Monitoring:** SIR Admin Wraparound Counselor **Action Steps:** (1) Offer grade level incentives (2) Have grade level chairs reach out to parents (3) Determine trends of days which certain grade levels are absent **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Attendance tracker - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion. **Strategy's Expected Result/Impact:** To see if discipline issues are leading to low attendance **Staff Responsible for Monitoring:** SIR Principal Wraparound Specialist Counselor **Action Steps:** (1) Track discipline records to see if that is the reason for attendance (2) Capitalize on Behavior RTI Pyramid to see if the behavior affecting attendance is Tier 1 or Tier 3 **Title I:** 2.5 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** RTI Pyramid - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE During the 2022 - 2023 school year the campus will have zero (0) ISS or OSS incidents

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

Measurable Objective 1: The number of office referrals concerning bullying issues relating to race or sex will be zero.

Evaluation Data Sources: Research & Accountability EOY Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Social Emotional strategies will be provided during morning activities and weekly meeting with the Counselor classes. **Strategy's Expected Result/Impact:** Office referrals concerning bullying issues will be zero. **Staff Responsible for Monitoring:** Principal Campus Wraparound Specialist Counselor **Action Steps:** (1) Provide SEL, and relevant PD to campus faculty and staff (2) Incorporate SEL Practices to the classroom daily (3) Implement individual or groups sessions for students with social/emotional/ behavioral concerns **Title I:** 2.5 **Funding Sources:** Counselor - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide ongoing opportunities for all students to extend their nonacademic learning beyond the core school day **Strategy's Expected Result/Impact:** Students will have something to look forward to that peaks their interest **Staff Responsible for Monitoring:** Wraparound Specialist **Action Steps:** (1) Create programs for the students to be apart of (2) Provide students with agreements to be in the programs **Title I:** 2.5 **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** After-School Program - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $35,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Have students sign a contract of agreements that help them understand what aids in them being well-rounded scholars **Strategy's Expected Result/Impact:** Students are expected to capitalize on the IB attributes as they learn to become global-citizens **Staff Responsible for Monitoring:** Admin Teachers Counselors Wraparound **Action Steps:** (1) Have attributes displayed in the classroom (2) Have teachers trained on how to incorporate IB into lessons (3) Use the terminology throughout the campus **Title I:** 2.5 **Funding Sources:** IB Training - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $19,000				

 No Progress Accomplished Continue/Modify Discontinue

Measurable Objective 2: Implement a standard Social and Emotional enrichment class in which students are able to learn how to effectively address emotional stressors

Evaluation Data Sources: Less office referrals

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a check in system that is used for students who display chronic behaviors **Strategy's Expected Result/Impact:** Students will make it a goal to start each day with a personal connection **Staff Responsible for Monitoring:** Counselor Wraparound Teachers **Action Steps:** (1) Have students listed for RTI Behavior have a tracker (2) Have a check-in and out system for students **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Trackers - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use a research based SEL Curriculum **Strategy's Expected Result/Impact:** SEL curriculums are designed to teach topics such as communication, teamwork, and self-regulation. **Staff Responsible for Monitoring:** Wraparound Counselor Admin Teachers **Action Steps:** (1)Have SEL as an ancillary class that students attend weekly (2) Use TCM SEL curriculum **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** TCM - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $1,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Build their social-emotional vocabulary **Strategy's Expected Result/Impact:** Students will have positive phrases they can use to foster their resilience and overcome failure. **Staff Responsible for Monitoring:** Wraparound Counselor Admin Teachers **Action Steps:** (1) Each classroom with have an SEL poster (2) Each classroom will have a cool down area/library **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** SEL Poster - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

No Progress

Accomplished

Continue/Modify

Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION At the end of the 2022-2023 school year 90% of our students responding to an end of year survey will indicate an overall satisfaction with the school's safety environment.

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

Measurable Objective 1: 90% of the students will report that they are not bullied on a MOY and EOY surveys

Evaluation Data Sources: Campus Student Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement monthly lessons through sel ancillary, focused on student empowerment/ bully prevention **Strategy's Expected Result/Impact:** Incidents of bullying will be eliminated by providing students with skills to take action or know what to do when they are being bullied or witness other students engaged in acts of bullying **Staff Responsible for Monitoring:** Counselor Wraparound Classroom Teachers Principal Safety Committee **Action Steps:** (1) Monthly SEL lessons developed focused on bully prevention using literary resources (2) Monitor SEL Lesson Plans for anti-bully/SEL activities **Title I:** 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: 80% of all SPED students will show one year's growth in their reading level as measured by the EOY Running Records

Evaluation Data Sources: IEP
STAAR Accommodated Assessment
District Assessments
Common Assessments
Math and Reading Screener
Imagine Literacy progress
STAAR Reading Assessment
BRR

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will receive interventions and accommodations tailored to their academic needs **Strategy's Expected Result/Impact:** Students will improve by at least 25% **Staff Responsible for Monitoring:** SPED Chairperson Teachers IAT Liaison Admin **Action Steps:** (1) Provide students with effective first instructions (2) Provide students with intervention (3) Teach students how to use designated supports **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

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: Students will show 10% of growth on progress measures on STAAR.

Evaluation Data Sources: Ren 360
District Assessments
Mock TEA STAAR exam

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students will engage in data driven instruction small group by 100%. **Strategy's Expected Result/Impact:** Students will use designated supports and other resources relative to their needs **Staff Responsible for Monitoring:** Sped Chairperson Teacher IAT Liason Admin **Action Steps:** (1) Teachers will provide small group instruction to all students based on data needs. (2) All teachers will provide explicit Tier 1 instruction to all students based on data. (3) Academic Team/Admin will meet weekly, bi weekly and monthly to discuss students for IAT and making adjustments to interventions. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: PARENT and COMMUNITY ENGAGEMENT A parental survey at the end of the school year will show that at least 80% of our parents indicate overall satisfaction parents agree that the school provides information / materials and opportunities for the parents to engage within the school community.

Evaluation Data Sources: Event Sign-in Sheets
Parent Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The school will work closely with the Parent Teacher Organization (PTO)/PTA to increase Teacher/ Parent support to provide information and communication between teachers and home. **Strategy's Expected Result/Impact:** Communication between home and school will support student academic success by providing parents with information and materials to support student academics. **Staff Responsible for Monitoring:** Counselor Wraparound Specialist **Action Steps:** (1) Campus Leadership will have regular communication with the PTO/PTA Board to discuss how the school & PTO/PTA can support one another (2) Our Campus Wraparound Specialist will work to communicate between the school and PTO (3) A campus committee for parental involvement will develop and implement a incentive plan for the homeroom with the highest percentage of families in attendance at monthly PTO/PTA Meetings (4) The school will acquire a teacher representative to volunteer to attend a PTO/PTA monthly meeting **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Office - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The school will create opportunities to meet and gather parent input concerning school issues and tools needed for student success and learning. **Strategy's Expected Result/Impact:** Communication between home and school will support student academic success by providing parents with information and materials to support student academics. **Staff Responsible for Monitoring:** Campus Administration Team Wraparound Specialist Counselor **Action Steps:** (1) Develop a campus committee to organize Parent Involvement activities (2) Survey school community to gather parent input concerning school issues and tools needed for student success and learning (3) Create a calendar for the year with 4 planned Parent Involvement events **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Parent Center - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The school will provide PTO with a work room for which parents are able to come voice their concerns to the parent liaison weekly **Strategy's Expected Result/Impact:** There will be positive communication between the school and the parents **Staff Responsible for Monitoring:** Wraparound Counselor **Action Steps:** (1) Have a PTO office (2) Determine what days the office will be open for the parent liaison **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** The Voice Survey - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Measurable Objective 2: Increase opportunities for authentic stakeholder engagement (staff, parents, community members, and business partners) and continue to enhance cultural proficiency within the organization through authentic engagement

Evaluation Data Sources: Community activities

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Career Day and encourage college and trade schools **Strategy's Expected Result/Impact:** 100% of our students and staff will participate in our Campus Career Day where community members such as businesses and parents will be invited to participate. **Staff Responsible for Monitoring:** Wraparound Counselor **Action Steps:** Connect high school to career and college Invite the community **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **Funding Sources:** General Supplies - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent and community engagement **Strategy's Expected Result/Impact:** Our parents and community will be engaged and actively participate in events such as literacy, math and multicultural events throughout the year **Staff Responsible for Monitoring:** Admin Wraparound Counselor **Action Steps:** Create a calendar of events for parents/students **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Calendar - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Host a Parent University **Strategy's Expected Result/Impact:** Parents can learn about things to foster their student's educational journey **Staff Responsible for Monitoring:** Wraparound Counselor **Action Steps:** Create a date for community stakeholders to come present to parents **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **Funding Sources:** Community partners - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services				

 No Progress Accomplished Continue/Modify Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement Guided Reading small groups daily using leveled readers with fidelity
1	1	1	2	Provide effective first instructions by ensuring that lesson plans will include instructional strategies to target interventions for Tier I students to meet the Masters Level.
1	1	2	1	All teachers, Prek-5th, will plan and implement effective small group lessons in literacy.
1	1	2	2	Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pullout/push-in, Imagine Language and Literacy, home resources/support, parent communication
1	1	2	3	Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions.
1	1	3	1	Focus on independent reading and comprehension skills with Tier II & III students with an interventionist at least 45 minutes weekly.
1	1	3	3	Focus on effective first instruction
1	2	1	1	Utilize the reading workshop framework to guide intentional instruction using Really Great Reading with an intensive focus on mini-lesson architecture and small group instruction.
1	2	1	2	Teachers will be trained to effectively use error analysis to plan for targeted small group instruction.
1	2	1	3	Implement a reader's workshop model to include mini-lesson architecture to provide instruction that is systematic and coherent.
1	2	2	2	Teachers will use conferring with students as a way to differentiate and prioritize students' needs in order to be more responsive in their instruction.
1	3	1	2	As a campus we will have a frequent active monitoring plan and meet after each assessment during data PLCs to discuss trends and adjustments.
1	3	2	1	Teachers will group students based on student current data needs based on Reniassance and Benchmarks.
1	3	2	2	Teachers will be trained how to do guided reading and other strategies related to students being able to decode text
1	3	2	3	Teachers will be trained on how to provide students with designated supports
1	4	1	3	Ontrack assessment questions will be used to teach students how to answer questions similar to STAAR 2.0
1	4	2	1	Teachers will group students based on student current data needs based on Reniassance and Benchmarks.
1	4	2	2	Teachers will be trained how to do guided reading and other strategies related to students being able to decode text
1	4	2	3	Teachers will be trained on how to provide students with designated supports
1	4	2	4	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.

Board Goal	Goal	Measurable Objective	Strategy	Description
1	4	2	5	Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
2	1	1	1	Teachers will participate in planned vertical alignment sessions to foster essential understandings of what students need to know and be able to do by the end of each grade level and align instructional strategies across grade levels to meet those needs.
2	1	1	2	Teachers will analyze unit/ objective assessment to drive and provide small group instruction to Tier II & III students for 6 weeks with weeks.
2	1	1	3	Ensure learning is based on defined standards. PLC meetings will involve a component to discuss standards to ensure appropriate content and rigor aligned with the HISD curriculum for Math
2	1	2	1	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.
2	1	2	2	Implement research-based effective and systematic instructional practices in mathematics grades K-3 that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
2	1	3	1	Teachers will utilize the Tier II & III data from Ren 360, previous STAAR data and/or other student data to identify students and implement an intervention plan to assist students performing below grade level.
2	1	3	2	All classroom teachers will provide personalized learning opportunities for students though guided math groups in order to develop strong numeracy skills.
2	1	3	3	Provide supplemental instruction/support/materials and timely interventions for ALL students, including but not limited to those who are in the targeted focus subgroup.
2	2	1	1	Teachers will provide effective 1st instruction
2	2	1	2	Integrate specific mathematical strategies with the timed practice
2	2	1	3	Students will use Zearn with as a supplemental educational component
2	2	2	1	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.
2	2	2	2	Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
2	3	1	1	Teachers will provide effective 1st instruction
2	3	1	2	Integrate specific mathematical strategies with the timed practice
2	3	1	3	Students will use Zearn with as a supplemental educational component
3	1	1	1	Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/push-in, and Imagine Language and Literacy for identified Tier II and III Reading students, Amplify, and Zearn.
3	1	1	2	Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.

Board Goal	Goal	Measurable Objective	Strategy	Description
3	1	2	1	Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/push-in, Zearn, and Imagine Math for identified Tier II and III Math students.
4	1	1	2	Provide students with designated supports during first instruction
4	1	2	1	Teachers will utilize the TIER II & III data from REN 360 to identify SE students and implement an intervention plan to assist students with meeting grade level reading standards.
4	1	2	2	Identify and track student performance by TEK in order to provide targeted small group, workstation activities, and pull-out interventions.
5	2	1	2	Provide ongoing opportunities for all students to extend their nonacademic learning beyond the core school day
5	4	1	1	Students will receive interventions and accommodations tailored to their academic needs
5	5	1	1	Students will engage in data driven instruction small group by 100%.

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Implement Guided Reading small groups daily using leveled readers with fidelity
1	1	1	2	Provide effective first instructions by ensuring that lesson plans will include instructional strategies to target interventions for Tier I students to meet the Masters Level.
1	1	2	1	All teachers, Prek-5th, will plan and implement effective small group lessons in literacy.
1	1	2	2	Targeted small group instruction, targeted workstation instruction, formative assessments, intervention pullout/push-in, Imagine Language and Literacy, home resources/support, parent communication
1	1	2	3	Train teachers and implement the district's Literacy by 3 systematic approach to guided reading through the key components - phonics/word study, guiding reading, small group instruction, sustained reading, read aloud lessons and writing instructions.
1	1	3	1	Focus on independent reading and comprehension skills with Tier II & III students with an interventionist at least 45 minutes weekly.
1	1	3	3	Focus on effective first instruction
1	2	1	1	Utilize the reading workshop framework to guide intentional instruction using Really Great Reading with an intensive focus on mini-lesson architecture and small group instruction.
1	2	1	2	Teachers will be trained to effectively use error analysis to plan for targeted small group instruction.
1	2	1	3	Implement a reader's workshop model to include mini-lesson architecture to provide instruction that is systematic and coherent.
1	3	2	1	Teachers will group students based on student current data needs based on Reniassance and Benchmarks.
1	3	2	3	Teachers will be trained on how to provide students with designated supports
1	4	2	1	Teachers will group students based on student current data needs based on Reniassance and Benchmarks.
1	4	2	3	Teachers will be trained on how to provide students with designated supports
1	4	2	4	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.
1	4	2	5	Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
2	1	1	1	Teachers will participate in planned vertical alignment sessions to foster essential understandings of what students need to know and be able to do by the end of each grade level and align instructional strategies across grade levels to meet those needs.
2	1	1	2	Teachers will analyze unit/ objective assessment to drive and provide small group instruction to Tier II & III students for 6 weeks with weeks.
2	1	1	3	Ensure learning is based on defined standards. PLC meetings will involve a component to discuss standards to ensure appropriate content and rigor aligned with the HISD curriculum for Math

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	2	1	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.
2	1	2	2	Implement research-based effective and systematic instructional practices in mathematics grades K-3 that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
2	1	3	1	Teachers will utilize the Tier II & III data from Ren 360, previous STAAR data and/or other student data to identify students and implement an intervention plan to assist students performing below grade level.
2	1	3	2	All classroom teachers will provide personalized learning opportunities for students though guided math groups in order to develop strong numeracy skills.
2	1	3	3	Provide supplemental instruction/support/materials and timely interventions for ALL students, including but not limited to those who are in the targeted focus subgroup.
2	2	2	1	Identify and track student performance by TEK in order to provide targeted small group lessons, workstation activities and pull-out interventions.
2	2	2	2	Implement research-based effective and systematic instructional practices in mathematics that can be used to help students develop problem-solving skills and a strong foundation of number sense and fluency.
3	1	1	1	Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/push-in, and Imagine Language and Literacy for identified Tier II and III Reading students, Amplify, and Zearn.
3	1	1	2	Differentiated Instruction - Teachers will scaffold instruction to better meet the needs of students.
3	1	2	1	Provide targeted small group instruction, workstation instruction, formative assessments, intervention pullout/push-in, Zearn, and Imagine Math for identified Tier II and III Math students.
4	1	1	2	Provide students with designated supports during first instruction
4	1	2	1	Teachers will utilize the TIER II & III data from REN 360 to identify SE students and implement an intervention plan to assist students with meeting grade level reading standards.
4	1	2	2	Identify and track student performance by TEK in order to provide targeted small group, workstation activities, and pull-out interventions.
5	2	1	2	Provide ongoing opportunities for all students to extend their nonacademic learning beyond the core school day
5	4	1	1	Students will receive interventions and accommodations tailored to their academic needs
5	5	1	1	Students will engage in data driven instruction small group by 100%.

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Mading Elementary School's data reflects that the campus has regressed in Domain I, Student Achievement, increased in Domain II-Student Progress and increased in Domain III-Closing the Gap. The campus-identified needs include enhancing the Lexile reading level of each student and tier focus on small group instruction in math and reading. In addition, there is a need for grade 3, 4, & 5 instructional support for comprehension skills in reading and number sense and solving multiple-step problems based on Renaissance EOY-Year 2021-2022 scores and the 3rd-5th-grade STAAR scores. In addition, the first administration of the High-Frequency Word Evaluation revealed that 1st grade had more than 50% of the students fail the first administration. To improve student performance, there must be a more intentional focus on sight-word recognition in pre-kindergarten and HFWE in Kindergarten.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Community/Parent Surveys
- End-of-Year Staff Survey
- Teacher Leader planning sessions
- Instructional Leader planning sessions

2.2: Regular monitoring and revision

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

- Weekly walkthroughs and observations conducted by Instructional Leadership Team
- Site Based Decision Making Committee Meetings
- Title I Parent Meetings

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

The SIP is available to parents in the following locations:

- Campus Website
- Link in Class Dojo
- Main Office

Campus (Parent Meetings) The SIP was made available to parents by:

- School Messenger (link)
- School Newsletter (link)
- Parent Meetings on Campus

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Mading follows the district mission of "to equitably educate the whole child so that every student graduates with the tools to reach their full potential". All programs are open to all students and those programs that are qualifying programs are open to all students who qualify. Title 1 funds, state funds, and federal funds will be used to enhance the overall curriculum and instructional needs of students leading to success on the state standardized tests.

2.5: Increased learning time and well-rounded education

All instructional time will be guarded, no students are pulled from direct, first instruction for tutoring, special ed services, or any other reason. Teachers will use the 30-minute intervention time to identify individual students' academic needs and work with students to help close the learning gap. Direct classroom instruction continues until the last bell of the day.

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

Mading has 43% of the student population categorized as at risk. Student progress monitoring begins in the classroom with the teacher on a daily basis. Struggling students are discussed in a grade level content area planning session weekly, and quiz, test, or REN360 data is shared and reviewed. All students in each grade level are assessed during data digs that occur after each benchmark and district/school assessment. Many interventions are offered including small group instruction, pull-out tutoring with an additional tutor or push-in by an additional tutor, one on one individual tutoring, tutoring after school, and camps that specifically target skill gaps in any student. Students are also provided with a 30-minute intervention daily per content area.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

All parents are invited and encouraged to attend multiple parent engagement events beginning with grade level open houses and Title 1 informational nights. At those meetings, parents are walked through specific information regarding the campus qualifications as a Title 1 campus, how the process works, the legal aspects, how the entire student body benefits from the funds, how the money is spent, and all of the ways parents can be partners and involved in their child's education. Feedback forms will be provided as is the engagement policy, and a special request is made for parents to complete and provide feedback. Later in the year, a parent survey is sent and feedback is reviewed and acted upon.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

- Principal - Dr. Roshundria King
- Assistant Principal - Dinita Scurry
- Teacher Specialists - Rosa Codian
- Reading Interventionists- K. Matthews and G. Hemphill

SDMC Members

- Community Members-Sabrina Noble and Braxton Halliburton
- Parents - Alma Castaneda and Ottie Bell
- Business Partner-ZaMekiaa Jemison

The PFE will be distributed

- On the campus website
- Class Dojo
- Open House

The languages in which the PFE will be distributed include

- English
- Spanish

4.2: Offer flexible number of parent involvement meetings

Parents will be given the opportunity to attend meetings in the moring and at the end of the day. They will be provided with a meeting date on the school schedule each month. If they are unable to attend prescribed meetings, then they are allowed to set up a meeting time with the Title 1 coordinator.

5. Targeted Assistance Schools Only

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

N/A

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	3	Really Great Reading	6300 - Supplies and Materials	$600.00
1	1	1	3	PLC	6200 - Contracted Services	$1,500.00
1	1	2	2	Imagine Reading	6300 - Supplies and Materials	$600.00
1	2	1	1	Really Great Reading	6300 - Supplies and Materials	$0.00
1	2	1	2	Professional Development	6200 - Contracted Services	$1,500.00
1	2	1	3	Small Group protocol	6300 - Supplies and Materials	$0.00
1	2	2	1	Leveled Library	6300 - Supplies and Materials	$0.00
1	2	2	2	Curriculum Guides	6300 - Supplies and Materials	$0.00
1	2	2	3	Lead4ward	6300 - Supplies and Materials	$0.00
1	3	1	1	Curriculum Guides	6300 - Supplies and Materials	$0.00
1	3	1	2	Lead4ward, DDI tracking, trainings	6200 - Contracted Services	$1,000.00
1	3	1	3	Computer, training, Lead4ward	6300 - Supplies and Materials	$0.00
1	3	2	3	Professional development, Lead4ward, Designated supports	6300 - Supplies and Materials	$0.00
1	4	1	1	Curriculum and Lead4ward	6300 - Supplies and Materials	$0.00
1	4	1	2	PD, Lead4ward, Curriculum guides	6300 - Supplies and Materials	$0.00
1	4	1	3	OnTrack, Professional Development, Computer	6200 - Contracted Services	$1,000.00
1	4	2	3	Professional development, Lead4ward, Designated supports	6300 - Supplies and Materials	$0.00
1	4	2	4	DDI	6300 - Supplies and Materials	$600.00
1	4	2	5	Professional Development	6200 - Contracted Services	$2,000.00
1	4	2	6	Zearn	6300 - Supplies and Materials	$1,000.00
2	1	1	1	Curriculum Guides	6300 - Supplies and Materials	$600.00
2	1	1	2	DDI	6300 - Supplies and Materials	$1,000.00
2	1	2	1	DDI	6300 - Supplies and Materials	$600.00
2	1	2	2	Professional Development	6200 - Contracted Services	$2,000.00
2	1	2	3	Zearn	6300 - Supplies and Materials	$1,000.00
2	1	3	1	DDI	6300 - Supplies and Materials	$0.00
2	2	1	3	Zearn	6300 - Supplies and Materials	$0.00

1991010001 - General Fund - Regular Program						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	1	DDI	6300 - Supplies and Materials	$600.00
2	2	2	2	Professional Development	6200 - Contracted Services	$2,000.00
2	2	2	3	Zearn	6300 - Supplies and Materials	$1,000.00
2	3	1	3	Zearn	6300 - Supplies and Materials	$0.00
3	1	1	1	Interventionist	6200 - Contracted Services	$0.00
3	1	1	2	Technology	6300 - Supplies and Materials	$0.00
3	1	1	3	PD	6300 - Supplies and Materials	$0.00
3	1	2	1	Manipulatives	6300 - Supplies and Materials	$1,000.00
3	1	2	3	Designated Supports	6300 - Supplies and Materials	$0.00
4	1	1	1	Professional Development	6300 - Supplies and Materials	$0.00
4	1	1	2	Designated Supports	6300 - Supplies and Materials	$0.00
4	1	1	3	Professional Development	6300 - Supplies and Materials	$0.00
4	1	2	1	Imagine Learning	6300 - Supplies and Materials	$0.00
4	1	2	2	Profession Development/IAT	6300 - Supplies and Materials	$0.00
4	1	2	3	Teacher Development Specialist	6300 - Supplies and Materials	$0.00
5	1	1	1	Tracker	6300 - Supplies and Materials	$0.00
5	1	1	2	Attendance tracker	6300 - Supplies and Materials	$0.00
5	1	1	3	RTI Pyramid	6300 - Supplies and Materials	$0.00
5	2	1	1	Counselor	6300 - Supplies and Materials	$1,000.00
5	2	1	3	IB Training	6200 - Contracted Services	$19,000.00
5	2	2	1	Trackers	6300 - Supplies and Materials	$0.00
5	2	2	3	SEL Poster	6300 - Supplies and Materials	$0.00
5	6	1	1	Office	6300 - Supplies and Materials	$0.00
5	6	1	2	Parent Center	6300 - Supplies and Materials	$1,000.00
5	6	2	2	Calendar	6300 - Supplies and Materials	$0.00
					Sub-Total	$40,600.00

2110000000 - Title 1 Basic Programs						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1	Really Great Reading	6300 - Supplies and Materials	$600.00
1	1	1	1	Training	6200 - Contracted Services	$1,900.00

2110000000 - Title 1 Basic Programs						
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	2	Professional Development	6200 - Contracted Services	$2,500.00
1	1	1	3	Amplify	6300 - Supplies and Materials	$3,000.00
1	1	2	1	Professional Development	6200 - Contracted Services	$1,500.00
1	1	2	2	Amplify	6300 - Supplies and Materials	$3,000.00
1	1	2	3	Professional Development-Teacher Created Materials	6200 - Contracted Services	$2,500.00
1	1	3	1	Interventionist	6200 - Contracted Services	$59,000.00
1	1	3	2	Focus Kits	6300 - Supplies and Materials	$600.00
1	1	3	3	Trainings	6200 - Contracted Services	$1,000.00
1	3	2	1	Ren 360, Intervention kits	6300 - Supplies and Materials	$2,500.00
1	3	2	2	Professional Development	6300 - Supplies and Materials	$2,500.00
1	4	2	1	Ren 360, Intervention kits	6300 - Supplies and Materials	$2,500.00
1	4	2	2	Professional Development	6300 - Supplies and Materials	$2,500.00
2	1	1	3	Professional Development	6200 - Contracted Services	$1,900.00
2	1	3	2	Interventionist	6200 - Contracted Services	$35,000.00
2	1	3	3	Focus Kits	6300 - Supplies and Materials	$600.00
2	2	1	1	Professional Development, Curriculum Guides, Lead4ward	6200 - Contracted Services	$2,500.00
2	2	1	2	Curriculum guides, TCM, Consultant, Coaching	6200 - Contracted Services	$2,500.00
2	3	1	1	Professional Development, Curriculum Guides, Lead4ward	6200 - Contracted Services	$2,500.00
2	3	1	2	Curriculum guides, TCM, Consultant, Coaching	6200 - Contracted Services	$2,500.00
3	1	2	2	Amplify	6300 - Supplies and Materials	$0.00
5	2	1	2	After-School Program	6200 - Contracted Services	$35,000.00
5	2	2	2	TCM	6300 - Supplies and Materials	$1,500.00
5	6	1	3	The Voice Survey	6300 - Supplies and Materials	$0.00
5	6	2	1	General Supplies	6300 - Supplies and Materials	$2,000.00
5	6	2	3	Community partners	6200 - Contracted Services	$0.00
					Sub-Total	$171,600.00

Addendums