

Houston Independent School District
204 Memorial Elementary School
2022-2023 Campus Improvement Plan

Mission Statement

Memorial Elementary is a school of choice for Houston families. We nurture the total development of every student through the IB and Dual Language Curriculum, so they can become critical thinkers, responsible decision makers, and college/career-ready learners. This is accomplished through the focus of the Social and Emotional well-being of our students, rigorous differentiated instruction, and with the active participation of all stake-holders.

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Comprehensive Needs Assessment

Revised/Approved: November 19, 2022

Demographics

Demographics Summary

Memorial Elementary was established in 1926 and currently serves 394 students at the close of the 2021-2022 school year. It is on historic grounds and was once Camp Logan which was a training site for African American soldiers to train and prepare for World War I. It is just a quick walk away from Memorial Park and nestled in Rice Military and the Crestwood neighborhoods. An interesting fact that in its almost 100 years of existing as a school, Memorial currently is only on its 10th principal. It has a great history of being a strong school. It has recently experienced low enrollment but is now being embraced by the neighboring community and we are on an upwards trend in enrollment. This past year it was recently once over 400 students which is a lot of growth very quickly.

We were named a National Blue Ribbon school in 2020. Our demographics breaks down as 60% Latino, 25% Caucasian, 5% African American, 5% Asian American, and 5% of two or more races. 55% of our students are labeled economically disadvantaged. 32% of our students are labeled as English Learners. We are a Dual Language school and have been since 2014. We are also seeking to be an IB PYP certified school and currently in year 3 of authorization. We also have three Special Ed programs that are very successful. We have an SLC, SLL, and a PSI program. We currently have 19 core content teachers, 3 specials teachers, 4 SPED teachers, 7 TAs, 3 clerks, 1 Nurse, 1 Wraparound specialist, 1 counselor, 2 Teacher Specialists, and 1 principal. We look forward to Memorial becoming a school of choice in HISD and becoming a top tier campus within the district.

Demographics Strengths

Memorial classes are delivered in self contained setting in PK, and in our K/1st ESL classes. In the other settings, we use a team teach model and break down Math/Science and Reading/History. Depending on the track, some may classes may be taught in all Spanish to fulfill the Dual Language requirement. Every classroom is diverse and serves a vast array of learners. Overall, Memorial performs well on standardized exams when compared to district neighboring schools. In 2022 when schools were last evaluated, Memorial was rated as an A campus and the school earned 4 out of the 6 distinctions. Memorial improved on its domain scores on the STAAR compared to last year.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Inequity exists amongst low SES students and their peers. Low income students historically perform lower than their counterparts. **Root Cause:** Some parents have the ability to have outside sources of intervention.

Problem of Practice 2: Students of color are performing less than their peers on standardized exams. **Root Cause:** There is correlation between performance and ethnicity.

Problem of Practice 3: We are growing as a school and are thus having large class sizes **Root Cause:** This school is becoming a school of choice.

Student Learning

Student Learning Summary

Memorial Elementary has a strong reputation of performance academically. Last year, students did well on the 2022 STAAR despite the unique challenges. We had a high participation rate and high amounts of students at approaches, meets, and masters (the highest in recent years) across all levels. Our HB groupings are not that high in number which thus will allow us truly focus on them. Ren 360 data has strong patterns towards growth from BOY to MOY to EOY.

Student Learning Strengths

Students met expectations on the 2022 STAAR and we maintained our A rating.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Our science STAAR scores are not where they need to be. **Root Cause:** The teacher struggles with teaching both ELA and Science. There is also no science classes in the other grades. We are changing that and a new teacher will be teaching Math/Sci in 5th grade. Also, there will be a 3 way rotation in 2nd and 3rd with one block dedicated to science. We also have intentions of implementing a STEM lab as a part of the Specials rotation.

Problem of Practice 2: Inequity exists amongst low SES students and their peers. Low income students historically perform lower than their counterparts. **Root Cause:** Some parents have the ability to have outside sources of intervention.

Problem of Practice 3: Students of color are performing less than their peers on standardized exams. **Root Cause:** There is correlation between performance and ethnicity.

School Processes & Programs

School Processes & Programs Summary

Staff: We have 1 Principal, 2 Teacher Specialists, 1 counselor, 1 interventionist, 1 nurse, 62 teachers, and 7 Teacher Assistants. We have been fully staffed since the start of the school year. We recruit, support, and retain the best talent by ensuring our teachers have everything they need in order to be successful. If they need something, we find it for them.

Campus programs: We have two programs. We have a 50/50 dual language program for our students whose families choose that for them. We also are an IB PYP candidate school. These are great pull factors for our students.

Instructional: We follow the gradual release model for all students and students are expected to show mastery over content in a unique way. We use PLCs to guide our instruction in a collaborative manner. We have our IB coordinator to ensure our units of inquiry are aligned and help our students become globally minded. We have 3 appraisers who support teachers and ensure they are meeting students needs through differentiated, engaging, and data driven instruction.

School Processes & Programs Strengths

Memorial Elementary is a small tight knit school that allows every voice to be heard. Our Leadership team is expected to be in rooms often to provide coaching and feedback. Our teachers partake in an SEL lesson everyday to create classroom and campus culture. We have an IB trait of the month and have monthly awards ceremonies for students who exhibit those traits. We use PLCs every Wednesday to ensure teachers are engaging in best practices and collaborating with one another to meet all students needs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Memorial is a Dual Language school and pursuing IB PYP Certification. These two transformative programs for students, can cause stress to staff due to the complexity of them and their requirements. **Root Cause:** Teachers need to be prepared and supported to fully implement these programs. They can often times be overwhelming in their demands. Supporting teachers by using PLCs and building teacher capacity is key to ensure staff feel supported in how to implement these programs with fidelity

Problem of Practice 2: Memorial needs to be prepared to challenge our students more. **Root Cause:** Our GT numbers are increasing and we need to ensure we are challenging our students to meet their needs.

Problem of Practice 3: We have four Special Ed programs (Resource, SLL, SLC, PSI) that require dedicated staff who are ready to help our students grow and meet their IEP needs **Root Cause:** Serving students with IEPs can be difficult as the department always has a large amount of turnover. We need to ensure our teachers feel supported as they work hard to accomplish their students IEP goals.

Problem of Practice 4: Inequity exists amongst low SES students and their peers. Low income students historically perform lower than their counterparts. **Root Cause:** Some parents have the ability to have outside sources of intervention.

Problem of Practice 5: Students of color are performing less than their peers on standardized exams. **Root Cause:** There is correlation between performance and ethnicity.

Problem of Practice 6: We are growing as a school and are thus having large class sizes **Root Cause:** This school is becoming a school of choice.

Perceptions

Perceptions Summary

Memorial Elementary is a platinum family friendly school within the Family and Community Engagement (FACE) and will stay so. We believe in every child and their ability to succeed. Will create a dynamic campus culture that is focuses on all children and their families. We aim for a high standard of customer service and believe in creating "Memorial Magic" with every interaction that we have.

Perceptions Strengths

Memorial is seen as a small tight knit family friendly school. It is an appeal to many families and the community is now wanting to send their students to our school. They like the fact that the staff are able to truly get to know many of their families to due its small size, high ratings, and transformative programs.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Memorial is growing and thus some of that "small school" and "small class size" appeal may be gone. **Root Cause:** The appeal to send your student to Memorial is growing. We were capped and no longer a HUB school for the first time in a really long time.

Problem of Practice 2: Memorial is not a magnet school which may cause it to lose some appeal **Root Cause:** Some parents may be inclined to send their student to a vanguard school where they know their student will be in GT classes.

Problem of Practice 3: Inequity exists amongst low SES students and their peers. Low income students historically perform lower than their counterparts. **Root Cause:** Some parents have the ability to have outside sources of intervention.

Problem of Practice 4: We are growing as a school and are thus having large class sizes **Root Cause:** This school is becoming a school of choice.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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 campus wide performing at or above grade level in reading as measured by the Meets grade level on STAAR will increase from 61% (2022) to 64%. (2023)

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach






Measurable Objective 1: The percentage of students campus wide performing at or above grade level in reading as measured by the Meets grade level on STAAR will increase from 61% (2022) to 64%. (2023)

Evaluation Data Sources: STAAR 2023

Strategy 1 Details		Reviews			
Strategy 1: Ensure effective tier 1 instruction via aligned lesson cycles and effective classroom practices. Strategy's Expected Result/Impact: Increase student achievement. Staff Responsible for Monitoring: Reading Teachers and Leadership Team. Action Steps: Weekly PLCs, intervention pull outs TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 2: Campus wide students will grow based on their BOY, MOY, and EOY on their Ren360.

Evaluation Data Sources: BOY, MOY, and EOY reading Ren360 growth

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use their built in intervention time to pull groups based off Ren360 to meet the needs of those groups Strategy's Expected Result/Impact: Students will grow in levels based on the Ren360 models. Staff Responsible for Monitoring: All reading teachers and interventionist. Action Steps: Teachers will place students in groups and they will be meeting with them daily to push rigor and close gaps. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 80% of our students will demonstrate reading at or above grade level as measured by Benchmark Running Records (BRR).

Evaluation Data Sources: EOY BRR Reading Levels

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use Guided Reading to support increasing the levels of reading to be at or above grade levels Strategy's Expected Result/Impact: Students will exit their grade level reading at or above their grade level Staff Responsible for Monitoring: Reading teachers and Interventionist Action Steps: We will model Guided Reading in PLCs and they will be used daily during class and intervention time. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 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 1: The percentage of students campus wide performing at or above grade level in Math as measured by the Meets grade level on STAAR will increase from 67% (2022) to 70%. (2023)

Strategic Priorities:
Expanding Educational Opportunities






Measurable Objective 1: The percentage of students campus wide performing at or above grade level in Math as measured by the Meets grade level on STAAR will increase from 67% (2022) to 70%. (2023)

Evaluation Data Sources: STAAR 2023

Strategy 1 Details		Reviews			
Strategy 1: We will provide teachers PD from resources within the district to increase tier 1 instruction. Strategy's Expected Result/Impact: Increase effective Tier I instruction Staff Responsible for Monitoring: Math teachers Action Steps: Teacher attend PDs, PLCs, engage in data driven instruction and best practices. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					






Measurable Objective 2: Campus wide students will grow based on their BOY, MOY, and EOY on their Ren360.

Evaluation Data Sources: EOY growth on Ren360

Strategy 1 Details		Reviews			
Strategy 1: Teachers will use their built in intervention time to pull groups based off Ren360 to meet the needs of those groups. Strategy's Expected Result/Impact: Students will grow in levels based on the Ren360 models Staff Responsible for Monitoring: All math teachers Action Steps: Teachers will place students in groups and they will be meeting with them daily to push rigor and close gaps. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Measurable Objective 3: 70% of students will be passing at or above grade level as measured by assessments

Evaluation Data Sources: Unit Assesments

Strategy 1 Details		Reviews			
Strategy 1: Teachers will engage in data driven instruction to pull groups and ensure all students are grown at their own levels. Teacher will spiral in low TEKs and engage in re-teaches for students who struggle to mastery certain standards. Strategy's Expected Result/Impact: Increase the number of students who perform well on the 2023 Math STAAR. Staff Responsible for Monitoring: Math Teachers Action Steps: During PLCs, engage in data digs to ensure students are being supported and grown. Also, highlighting best practices from teachers to build capacity,		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

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






Goal 1: The percentage of 5th grade students performing at or above grade level in science as measured by the meets grade level standard on STAAR will increase by 10 points

Strategic Priorities:

Expanding Educational Opportunities






Measurable Objective 1: The percentage of 5th grade students performing at or above grade level in science as measured by the meets grade level standard on STAAR will increase by 10 points

Evaluation Data Sources: 2023 Science STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Ensure teacher has adequate materials and support to teach the science curriculum. Strategy's Expected Result/Impact: Increase Tier 1 instruction. Staff Responsible for Monitoring: 5th grade Math/Science teacher Action Steps: All the teacher to go to PD and learn from other science teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





Measurable Objective 2: Students will be able to show progress on all formative assessments in Science

Evaluation Data Sources: formative science assessments

Strategy 1 Details	Reviews			
Strategy 1: Teacher will engage in data driven instruction to grow student capacity. Strategy's Expected Result/Impact: Students will show growth on all assessments. Staff Responsible for Monitoring: 5th grade Math/Science Teacher Action Steps: Highlight best practices for the teacher and allow the use of hands on materials in the science labs.	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: Increased Science interventions for all students

Evaluation Data Sources: Amount of interventions for students

Strategy 1 Details		Reviews			
Strategy 1: Have designated "Science Saturdays" for students to come and partake in extension science activities to push their understanding Strategy's Expected Result/Impact: Students will show an increase in their 2023 Science scores. Staff Responsible for Monitoring: 5th grade Math/Science Teacher Action Steps: Publish our Saturday school dates in advanced and begin a plan for instruction.		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>					

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: 95% of students will meet their reading goal as demonstrated by their IEP.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Teachers will write and revise IEP goals to ensure they are appropriate for their students

Evaluation Data Sources: Students IEPs






Strategy 1 Details	Reviews			
Strategy 1: Ensure SPED case managers are equipped with proper training in progress monitoring and Easy IEP Tracking. Strategy's Expected Result/Impact: Help students meet their reading goals based off of their IEPs Staff Responsible for Monitoring: SPED Case Managers Action Steps: Ensure teachers are tracking students growth and goals	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Measurable Objective 1: We will achieve a 97%% overall daily attendance rate

Evaluation Data Sources: Attendance rates on A4E








Strategy 1 Details	Reviews			
Strategy 1: Ensure there are incentives on most missed days before holidays and on Fridays Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: Principal and SIR Action Steps: Create a list of events and inform community. Make announcements via weekly videos.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Measurable Objective 1: We will have 0 suspensions this school year

Evaluation Data Sources: PowerSchool Data






Strategy 1 Details	Reviews			
Strategy 1: In order to increase time in classrooms and impact student achievement, we will have no suspensions this school year. Strategy's Expected Result/Impact: Deter students from being suspended and having a positive outlook on themselves and the educational system. Staff Responsible for Monitoring: Principal and Counselor Action Steps: Create a restorative discipline model and model strategies via SEL classes and daily SEL circles.	Formative			Summative
	Nov	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: We will limit the amount of violent interactions on our campus that results in no suspensions.

Evaluation Data Sources: Data from PowerSchool






Strategy 1 Details		Reviews			
Strategy 1: Use SEL classes to promote a safe space for all. Strategy's Expected Result/Impact: Decrease acts of violence on campus. Staff Responsible for Monitoring: Principal and Counselor Action Steps: Use SEL classes to discuss restorative ways to resolve conflict when it may arise.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Measurable Objective 1: We will meet 100% compliance on all IEPs

Evaluation Data Sources: Easy IEP reports






Strategy 1 Details	Reviews			
Strategy 1: Ensure Special Ed team meets all requirements as case managers are navigated supporting students and completing IEPs Strategy's Expected Result/Impact: SPED student success in completing progress goals through an involved and proactive decision making process. Staff Responsible for Monitoring: Principal and SPED Team Action Steps: Bi-weekly check ins with SPED Department Chair and weekly check ins on Easy IEP	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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: All student pops will be supported to grow and show progress in various data sources.

Evaluation Data Sources: Ren360, Running Records, and Renzuli Learning






Strategy 1 Details	Reviews			
Strategy 1: Student pops (ELs, SPED, 504, GT, At-risk) will have their assigned coordinator ensure compliance and student growth Strategy's Expected Result/Impact: All students will grow no matter their population. Staff Responsible for Monitoring: Principal, LPAC, SPED, GT, 504 Coordinators. Action Steps: Track student growth and have planned interventions for students to grow.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: We will have one parent event a month that highlights the campus and is engaging.

Evaluation Data Sources: Have parent meetings on a monthly basis

Strategy 1 Details		Reviews			
Strategy 1: Have parent meetings on a monthly basis Strategy's Expected Result/Impact: Empower the community to be informed and invested in the school. Staff Responsible for Monitoring: The Principal Action Steps: Create a calendar of events to distribute to families and market via social media.		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Board Goal 5: N/A - Additional Campus Goals






Goal 7: MANDATED HEALTH SERVICES

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
Strategy 1: The Nurse will reach 100% compliance on all immunization monitoring Strategy's Expected Result/Impact: Compliance to ensure a safe and healthy student body Staff Responsible for Monitoring: Principal and School Nurse Action Steps: Track data entry and compliance	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 5: N/A - Additional Campus Goals

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

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

Measurable Objective 1: The campus will host an event to raise awareness and increase overall health

Evaluation Data Sources: A campus wide event

Strategy 1 Details	Reviews			
Strategy 1: The campus will host a wellness event in conjunction with our PTO that educates students and families. Strategy's Expected Result/Impact: Increased awareness and healthier habits Staff Responsible for Monitoring: Principal, nurse, and Wraparound Action Steps: Create an event and publicize on social media	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 204 Memorial Elementary School

Total SCE Funds: \$4,376.00

Total FTEs Funded by SCE: 1.41

Brief Description of SCE Services and/or Programs

These funds will be used for tutoring to help bridge gaps for our Tier II and Tier III students.

Personnel for 204 Memorial Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Federica Grant	TA	1
Sheena Lopez	Bilingual Teacher	0.41

Title I

1. Comprehensive Needs Assessment (CNA)

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was complete

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

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2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

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Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
