

Houston Independent School District
225 Reynolds Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: August 30, 2021

Demographics

Demographics Summary

J.R Reynolds is a small neighborhood school located in the Sunnyside area of Houston, Texas. It is a part of the Worthing High School feeder pattern. Our final enrollment for the 2020 – 2021 school year was 384. 62% of students received in person instruction and 38% were virtual. Our learning community is represented by the following: 88% African American, 10% Hispanic, 1% Asian, and 1% other. Our student populations include 95% Economically Disadvantaged, 3% English Language Learners, 2% Gifted and Talented, 8% Special Education, and 74% At-risk.

Demographics Strengths

J.R. Reynolds is a hidden gem nestled in the Sunnyside community. One of our greatest strengths is we adhere to Maslow’s Hierarchy and place huge emphasis on meeting our scholar’s basic needs. We foster a “Chick Fil A” experience at Reynolds where taking care of our scholars socially, emotionally, and academically is our pleasure and our utmost priority.

Additionally, the resiliency and relentlessness of the staff and students is another strength of Reynolds. I am most proud of the work that was exerted during the 2019-2020 school year, my 2nd year as principal. The leaders, staff, and students were intentional about our instructional practices and maximized every second of the day while delving into the work. We set forth a goal, devised a realistic plan based on our historical data, then executed. Campus and district preliminary data showed we were on track to attain a B rating.

Lastly, I am proud of my Reynolds family and how we supported each other, our students and families during a pandemic. During a period when we could have easily broken and threw in the towel, we banded together and gave 100% daily.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: STAAR Reading (grades 3-5) showed a decrease from 56% (2019) to 29% (2021) at Approaches, 22% (2019) to 5% (2021) at Meets and 11% (2019) to 2% (2021) at masters. **Root Cause:** The root cause was the ineffectiveness of hybrid and concurrent teaching and learning. Students that were virtual did not participate in the learning, but showed up to test. Students that were in person, did not attend school regularly.

Problem of Practice 2: STAAR Math (grades 3-5) showed a decrease from 60% (2019) to 21% (2021) at Approaches, 27% (2019) to 7% (2021) at Meets and 13% (2019) to 2% (2021) at masters. **Root Cause:** The root cause was the ineffectiveness of hybrid and concurrent teaching and learning. Students that were virtual did not participate in the

learning, but showed up to test. Students that were in person, did not attend school regularly.

Student Learning

Student Learning Summary

Based on 2020-2021 data and BOY 2021-2022 data, our scholars have academic gaps and regressions. We noticed that many of our 1st-3rd graders are struggling with basic phonemic awareness, phonic skills and computation. In reality, majority of scholars missed out on 1.5 years of instruction, so teachers have to slow down to catch up. Students are receiving intervention daily to close gaps, so the first instruction doesn't go over their heads or frustrate them.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Based on our 2021 EOY Ren 360 literacy data, at least 60% of scholars are not on or above grade level in 2nd-5th grade. **Root Cause:** Students did not engage in best literacy routines and teachers struggled with hybrid model.

Problem of Practice 2: Based on our 2021 EOY Ren 360 math data, at least 60% of scholars are not on or above grade level in 2nd-5th grade. **Root Cause:** Students did not engage in best math routines and teachers struggled with hybrid model.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- State certified and high quality staff data
- 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
- 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

Board Goals

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

Goal 1: The percentage of students performing at the Approaches Level in grades 3-5 will increase from 56% to 80%, Meets from 22% to 40%, and Masters from 11% to 30% as measured by the 2022 STAAR Reading Assessment.

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: The percentage of students reading at or above grade level according to BRR will increase to 80% by May 2022. Evaluation Data Sources: Benchmark Running Records (OnTrack) HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement effective, data-driven daily Guided Reading small groups in Pre-Kindergarten-2nd grade and reading intervention small groups in 3rd-5th grade, along with TEKS-based spiral-review Daily 5 workstations. Utilize tutors and ancillary teachers to provide additional intervention time for students currently reading below level.

Strategy's Expected Result/Impact: 90% of students will show growth in their reading levels between the BOY and MOY assessments.

Staff Responsible for Monitoring: Administrators, DDIS, Classroom Teachers

Action Steps: Assess sufficient supplies and staffing for guided reading and reading interventions; Schedule, plan, and present campus and district PD for teachers during preservice, during PLCs, and throughout the year on Guided Reading, Interventions, and Workstations; Communicate look-fors for small groups with teachers and leadership team; Plan calibrated walks; Train teachers on how to administer Running Records; Assist teachers with analyzing BRR data and forming flexible groups; Plan with teachers during Open Labs, Coaching Sessions, and PLCs; Engage in ongoing coaching cycle with teachers.

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

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The number of students in Tier III for reading will decrease by 10% quarterly as measured by the R360 Universal Screener Inventory. Evaluation Data Sources: R360 Universal Screener, ITR Report HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement effective, data-driven daily Guided Reading small groups in Pre-Kindergarten-2nd grade and reading intervention small groups in 3rd-5th grade, along with TEKS-based spiral-review Daily 5 workstations. Utilize tutors and ancillary teachers to provide additional intervention time for

Tier III students.

Strategy's Expected Result/Impact: The number of Tier III students in reading will decrease. All students will show growth in fluency and comprehension.

Staff Responsible for Monitoring: Administrators, DDIS, Classroom Teachers

Action Steps: Assess sufficient supplies and staffing for guided reading and reading interventions; Schedule, plan, and present campus and district PD for teachers during preservice, during PLCs, and throughout the year on Guided Reading, Interventions, and Workstations; Communicate look-fors for small groups with teachers and leadership team; Plan calibrated walks; Train teachers on how to administer Running Records; Assist teachers with analyzing BRR data and forming flexible groups; Plan with teachers during Open Labs, Coaching Sessions, and PLCs; Engage in ongoing coaching cycle with teachers; schedule after-school tutorials for Tier III students.

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

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: The percentage of 1st and 2nd grade students passing the 1st Administration of the HFWE will increase from 45% to 90% by November 2021. Evaluation Data Sources: District HFWE (OnTrack) HB3 Board Goal		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Strategy 1: Increase teacher capacity to provide daily effective and targeted Tier I and small group instruction in High Frequency Words through coaching, modeling, and training.

Strategy's Expected Result/Impact: Teachers will be better able to deliver targeted, high-quality HFW instruction, resulting in an increased number of students passing the first administration of the HFWE.

Staff Responsible for Monitoring: Administration, Classroom Teachers

Action Steps: Conduct campus needs assessment; create centralized space for HFW teacher resources; collaborate with academic celebration committee to plan student incentives; communicate methods of practicing HFWs with parents and provide them with basic materials; conduct teacher observations during word study and intervention blocks; provide continuous coaching, modeling, and planning support to teachers; schedule campus/district PD surrounding HFW instruction; conduct data dives and HFW at-bats with peer/specialist feedback during PLCs; utilize outside tutors to provide HFW support to students; use volunteers to create HFW data tracking folders for teachers and students

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

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

Goal 1: The percentage of students performing at the Approaches level in grades 3-5 will increase from 60% to 80%, Meets from 27% to 40%, and Masters from 13% to 20% as measured by the 2022 STAAR Math Assessment.

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Students will demonstrate at least 80% proficiency on daily exit tickets. Evaluation Data Sources: Exit Tickets, Campus Based Assessments, District Snapshots	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement effective, data-driven daily Intervention groups and TEKS-based spiral-review workstations.

Strategy's Expected Result/Impact: The number of Tier III students in math will decrease. All students will show growth in targeted skills.

Staff Responsible for Monitoring: Administrators, DDIS, Classroom Teachers

Action Steps: Implement small group instruction using 3 levels of pre-scripted questions. .
 Providing scholars multiple opportunities to solve word problems through TEKS based work stations.
 Scaffolded work stations
 Open Labs for planning small group instruction.
 Ongoing coaching, modeling and feedback.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: The percentage of students performing at or above grade level according to Renaissance 360 will increase by 5% quarterly. Evaluation Data Sources: Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Utilize the Renaissance 360 Instructional Planning Report to plan small group instruction

Strategy's Expected Result/Impact: 90% of students will show growth in their targeted skills between the BOY and MOY assessments.

Staff Responsible for Monitoring: Administrators, DDIS, Teachers

Action Steps: Plan and present campus PD for teachers on utilizing Renaissance 360 Instructional Planning Report.
 Plan and conduct monthly RTI/IAT PLCs for data analysis and intervention planning.
 Plan calibrated "walks" with administrators and determine "look-fors" for Intervention Blocks.
 Utilize DDIS and Intervention TDS to assist teachers with relevant data points and analyzing/utilizing the data to plan.
 Plan with teachers during Open Labs.

Engage in ongoing coaching cycle with teachers.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: The number of students in Tier II and III on Universal Screener will decrease by 10% and move to into Tier II or I between BOY and MOY as measured by Renaissance 360. Evaluation Data Sources: Renaissance 360	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Increase teacher capacity in Math to enhance the mastery and effectiveness of Tier 1 instruction through ongoing coaching and professional development

Strategy's Expected Result/Impact: The number of students in Tier II and III on Universal Screener will decrease by 10% and move to into Tier II or I between BOY and MOY

Staff Responsible for Monitoring: Administrators, DDIS,Teachers

Action Steps: Campus wide data tracking and analysis system.
 Data PLC's
 Intervention PLC's

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: SCHOOL PROGRESS

Strategic Priorities: Expanding Educational Opportunities

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

Goal 1: By the end of the 2021-2022 school year, 100% of all students identified in the special populations will meet or exceed their progress growth.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of 2021-2022 school year, 100 percent of all students with Dyslexia will meet or exceed their progress measures. Evaluation Data Sources: Formative/Summative Campus and District Assessments, Teacher Observations and Anecdotal Notes, IEPs	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Accurately assess the needs of students with Dyslexia and effectively target those specific needs. Develop quality and effective instruction through data disaggregation.

Strategy's Expected Result/Impact: 100% of students with dyslexia will meet or exceed their progress measures in reading. Students will gain increased ability to comprehend grade-level texts.

Staff Responsible for Monitoring: Dyslexia interventionist, Special Education chair, Administrators





Action Steps: Identify appropriate professional development for dyslexia intervention teachers

Utilizing pacing to attend to the students with Dyslexia services.

and summative with students to provide feedback and modify instruction. Incorporate focused instruction in key content areas as prescribed by TEKS standards.

Use frequent formative

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

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the end of 2021-2022 school year, 100% of all special education students will meet or exceed their progress measure. Evaluation Data Sources: Formative/Summative Campus and District Assessments, Teacher Observations and Anecdotal Notes, IEPs	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Promote ongoing effective and quality teacher professional development

Strategy's Expected Result/Impact: Teacher capacity will increase, leading to student growth towards progress measures.

Staff Responsible for Monitoring: Special Education teachers, Administrators

Action Steps: (1) Provide teachers with models that include effective lesson plans, unit plans, sample student work, observations of peer teachers, and videos or written cases of accomplished teaching.
 (2) Campus and District Specialists conduct

classroom observations and provide both supportive and constructive oral and written feedback on teachers teaching.

(3) Communicate ongoing PD trainings via email, Microsoft Teams, and GroupMe

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, the attendance rate will have increased from 94.7% to 98%. Evaluation Data Sources: 1.Attendance tracker bulletin board by grade level and campus 2.Daily attendance tracking with phone calls to parents of absent students 3.Identify students with chronic absences 4.Home visits 5.Attendance Contracts	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Improve student attendance and decrease tardiness by tracking daily, weekly, and monthly campus attendance rate by August 2021-June 2022.

Strategy's Expected Result/Impact: Attendance data will show an increase in attendance for at-risk students who have been identified as having chronic attendance and tardiness.

Staff Responsible for Monitoring: Principal

Teacher Specialists

Counselor

Registrar/ADA Clerk

Data Entry Clerk

Action Steps: (1) Teachers will take and submit ADA attendance on HISD every day at 9:30 a.m. (2) The school registrar and data entry clerk will contact and notify parents of their child's absence from school by telephone calls, district letters, and/or home visits.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the end of the 2021-2022 school year, the attendance rate will have increased from 94.7% to 98%. Evaluation Data Sources: 1. Weekly/monthly attendance reports categorize by campus, students, grade, class. 2. Track student achievement of students to make a connection between attendance rate and instructional performance.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Implement School-wide attendance programs where the campus celebrates high attendance each month by students, classes, teachers, and grade levels, students track their own attendance outside the door of each classroom, and weekly student perfect attendance winners (pictures posted on bulletin board in main hallway) by August 2021-June 2022.





Strategy's Expected Result/Impact: Attendance data will show an increase in attendance for at-risk students who have been identified as having chronic attendance and tardiness.

Staff Responsible for Monitoring: Principal

Teacher Specialists
Counselor
Registrar/ADA Clerk
Data Entry Clerk

Action Steps: (1) Every six weeks, the data entry clerk will generate a list of students who have perfect attendance
(2) The list will be provided to administrators and teachers
attendance certificates and distribute to students the students
(3) Teachers will create perfect
(4) A bulletin board will be created to display the names and pictures of
(5) Other incentives will be purchased by the school secretary utilizing GF1

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By the end of the 2021-2022 school year, the attendance rate will have increased from 94.7% to 98%. Evaluation Data Sources: 1.Parent Meetings and attendance contracts with students who have high absences 2. Parent meetings about the school-wide efforts and incentives offered each month. 3. Monthly parent letter	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: Implement monthly parent letters with school attendance programs, rates, and research on student achievement and attendance correlations. Conduct parent meetings with students who have high absences by August 2021-June 2022.

Strategy's Expected Result/Impact: Attendance data will show an increase in attendance for at-risk students who have been identified as having chronic attendance and tardiness.

Staff Responsible for Monitoring: Principal
Teacher Specialists
Counselor
Registrar/ADA Clerk
Data Entry Clerk

Action Steps: (1) The Attendance Team will contact and schedule conferences with parents of students who have 3 consecutive un excused absences
relates to his or her child attendance history
(2) Conduct and discuss pertinent information with parent as it
(3) Provide resources to parent as an effort increase attendance
attendance contract at the conference
(4) Parents will receive and complete an
monthly parent letter indicated their child's attendance
(5) Parents of students who has excessive unexcused absences will receive a

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

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

Summative Evaluation: Some progress made toward meeting Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: To decrease student office referrals and ISS/OSS by 90% by the end of 2021-2022 school year. Evaluation Data Sources: The number of HISD discipline referrals/infractions inputted into HISD Connect by August 2021-June 2022.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Update and implement a coordinated plan "Student Handbook" with the leadership team on discipline as it is aligned to HISD Student Code of Conduct. The plan will be shared with staff and families by October 2021.

Strategy's Expected Result/Impact: The school staff communicates and establishes a mutual agreement with families about the school "Student Handbook" as it is aligned to the HISD Student Code of Conduct.

Staff Responsible for Monitoring: Principal
Teacher Specialist
Counselor

Action Steps:

1. The Leadership Team review and update the Student Handbook as it aligns to the Student Code of Conduct.
2. Communicate and provide updates to staff, parents and students via Student Handbook and Student Code of Conduct.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: To decrease student office referrals and ISS/OSS by 90% by the end of 2021-2022 school year. Evaluation Data Sources: The number of HISD discipline referrals/infractions inputted into HISD Connect by August 2021-June 2022.	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Continually provide professional development training to staff on Social Emotional Learning, effective De-escalation strategies and effective classroom management strategies by October 2021.

Strategy's Expected Result/Impact: The school staff and faculty receives the essential and effective tools and strategies to address social and emotional learning components and identify "triggers" and "de-escalation" strategies for interventions.

Staff Responsible for Monitoring: Principal
Teacher Specialist
Counselor .

Classroom Teachers
Teacher Assistants
Paraprofessionals

Action Steps: 1. Faculty and staff are mandated to attend professional development that focuses on SEL and Trauma Informed Practices, effective De-escalation strategies, and campus and classroom management strategies.
2. Classroom teachers are required to utilize and implement resources such as restorative practices (e.g. check-ins and restorative circles) and other effective classroom management strategies.
3. Provide an alternative setting where students learn how to manage their own behaviors.

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: To decrease student office referrals and ISS/OSS by 90% by the end of 2021-2022 school year. Evaluation Data Sources: The number of HISD discipline referrals/infractions inputted into HISD Connect by August 2021-June 2022.	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Provide individual/group (daily) morning SEL sessions on social skills and character building and provide alternative behavior interventions and implement PBIS incentives to encourage good behaviors

Strategy's Expected Result/Impact: When implementing both SEL and PBIS in and out of the classroom, the students will receive the necessary social and emotional tools to increase self-awareness, academic achievement, and display positive behaviors in and out of the classroom. Students will be equipped to face complex situations and manage their emotions in a positive manner.

Staff Responsible for Monitoring: Principal
Teacher Specialist
Counselor .
Classroom Teachers
Teacher Assistants
HISD SEL Specialist

Action Steps: 1. The school faculty and staff will utilize a variety of PBIS resources and activities in an effort to set behavior expectations, positive rewards, and clear consequences.
2. Counseling referral forms will be accessible to staff, parent and students on the counselor website.
3. Counselor will conduct individual or group counseling with parent permission.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Decrease number of visitors accessing campus without following proper campus procedures to 0% by the end of 2021-2022 school year. Evaluation Data Sources: The number of incident and HISD police reports collected and reported to district personnel.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Update and implement a coordinated plan with leadership team on procedures of visitors before, during and after school. Share plan with staff by September 2021.

Strategy's Expected Result/Impact: The faculty and staff have a clear understanding of campus expectations and safety protocols as it relates outside guests visiting the campus and applying their knowledge to real-life situations.

Staff Responsible for Monitoring: Office Staff
Leadership Team (Principal, Teacher Specialists, Counselor)





Action Steps: 1. Leadership Team and Office Staff review and update the Faculty and Staff Safety Handbook
2. Office Staff will post all safety posters and signs throughout the campus
the main office to sign-in and receive a visitor's badge
4. All faculty and staff are required to wear their employee badge
3. All campus visitors will be directed to

Strategy 2: Continually communicate safety procedures/drills with staff and students and utilizing several methods of communication with staff for emergencies purposes.

Strategy's Expected Result/Impact: The faculty and staff and students have a clear understanding of the campus expectations and safety protocol and applying their knowledge in real-life situations.

Staff Responsible for Monitoring: Principal
Teacher Specialists
Counselor
Classroom Teachers
Custodial Staff
Office Staff

Action Steps: 1. Teachers routinely teaches and practice emergency and safety drills
and Safety Reference Guide will be stationed in all classrooms and offices
3. Mandated monthly procedure drills will be conducted
4. Safety team communicates pertinent information via two-way radio
5. Faculty and Staff will communicate all pertinent information via Group Me during emergency "lockdowns".
2. HISD Emergency

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Decrease the number bullying incidents to 0% by the end of 2021-2022 school year. Evaluation Data Sources: The number of bullying incidents collected and reported to school personnel by students, families, and staff.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Provide individual/group (daily) and morning SEL sessions on bullying and character building while utilizing various resources such as Leader in Me, Character Counts, Sanford and Harmony and StopBullying.org.

Strategy's Expected Result/Impact: Students will be educated with the necessary tools to recognize and be aware of bullying incidents, skills in prevention of bullying, utilizing appropriate interventions and reporting incidents of bullying.

Staff Responsible for Monitoring: Counselor
Classroom teachers





Action Steps:

1. The counselor will utilize a variety of anti-bullying resources and activities in an effort to promote anti-bullying awareness
2. Bullying reporting forms will be accessible to students to report bullying
3. Counselor will conduct individual or group counseling with parent permission
4. Counselor will complete proper documentation for bullying incidents
5. Parent will be contacted and notified on bullying incidents that involves his or her child

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities: Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of 2021-2022 school year, 100% of all special education students will meet or exceed their long-term and short-term progress measures. Evaluation Data Sources: (1)Formative/Summative Assessments (2) Teacher Observations and Anecdotal Notes (3) Running Records (4) Campus Based Assessment (5) District Level Assessment	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Accurately assess the needs of students with special education and effectively target those specific needs. Develop quality and effective instruction through data disaggregation.

Strategy's Expected Result/Impact: An increase of three or more percentage points in both academic areas reading and in math.

Staff Responsible for Monitoring: Special Education Teachers
General Education Teachers
Administrators

Action Steps: (1) Utilizing pacing to attend to the students in special education. (2)
Use frequent formative and summative with students to provide feedback and modify instruction
(3) Incorporated focused instruction in key content areas as prescribed by TEKS standards.

Strategy 2: Special education and general education teachers collaborate to plan and create horizontally and vertically align instruction following district guidelines.

Strategy's Expected Result/Impact: Special education and general education teachers matches course goals and learning objectives to the activities and assessments to ensure students are learning and assessed what is expected of them.

Staff Responsible for Monitoring: Special Education Teachers
General Education Teachers
Administrators

Action Steps: (1) Utilizing pacing to attend to the students in special education. (2)
Develop mini-targeted lessons to address specific key content areas with students. (3) Differentiate instruction in
key content areas using lesson plans, pacing calendar, and planning guides.

Strategy 3: Promote ongoing effective and quality weekly and monthly teacher professional development.

Strategy's Expected Result/Impact: Teachers receive the necessary tools to develop the knowledge and skills to address students' learning challenges and provide effective interventions to close those learning gaps.

Staff Responsible for Monitoring: Special Education Teachers
General Education Teachers
Administrators

Action Steps: (1) Provide teachers with models that include effective lesson plans, unit plans, sample student work, observational of experienced teachers, and videos or written cases of accomplished teaching. (2) Campus and District Specialists conduct classroom observations and provide both supportive and constructive oral and written feedback on teachers teaching.
(3) Communicate ongoing PD trainings via email, Microsoft Teams, and GroupMe

Board Goal 5: N/A - Additional Campus Goals

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

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of 2021-2022 school year, 100 percent of all students with Dyslexia will meet or exceed progress as measured in the student's IEP. Evaluation Data Sources: (1) Universal Screener (2) Nesy Reading and Spelling (3) Formative/Summative (4) Neuhaus Academy (5) Reading by Design (6) Renaissance CBM for Progress Monitoring	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Accurately assess the needs of students with Dyslexia and effectively target those specific needs. Develop quality and effective instruction and interventions through data disaggregation.

Strategy's Expected Result/Impact: Teachers provide effective interventions and assessments to close those learning gaps and help dyslexic students avoid negative learning outcomes.

Staff Responsible for Monitoring: Dyslexia Interventionist
Dyslexia Coordinator
General Education Teachers
Administrator

Action Steps: (1) Utilizing pacing to attend to the students with Dyslexia services.
Use frequent formative and summative with students to provide feedback and modify instruction
(3) Incorporated focused instruction in key content areas as prescribed by TEKS standards.

(2)

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the end of the 2021-2022 school year, 100 percent of EL students will make one or more years progress as measured by TELPAS. Evaluation Data Sources: (1) ELLevation App. (2) Seidlitz SI Strategies (3) Imagine Espanol (4) Campus and District PD (5) ELD (Practice TELPAS)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Accurately assess the needs of EL students and help teachers effectively target those specific needs through data analysis and Sheltered Instruction coaching.





Strategy's Expected Result/Impact: Teachers receive the necessary tools to develop the knowledge and skills to address EL students' learning challenges and provide

effective interventions to close those learning gaps.

Staff Responsible for Monitoring: ESL Teachers
General Education Teachers Administration
LPAC Coordinator
SI Coach

- Action Steps:** (1) Conduct campus needs assessment for EL instruction based on past data trends
(2) Ensure that all ELA teachers on waivers are signed up for ESL certification exam by November 2021
(3) Create year-long SI Coaching plan
(4) Plan and implement campus PD on ELlevation usage and SI strategies
(5) Collaborate with Multilingual Specialist to plan targeted support for teachers to meet EL needs
(6) Meet with leadership team about SI strategy "look fors" during calibrated walks
(7) Engage teachers in monthly data conversations and ongoing coaching during PLCs regarding their EL students
(8) Administer ELD to ELs to monitor growth prior to TELPAS

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: By the end of 2021-2022 school year, 100 percent of GT students will demonstrate advance skills in district level assessments. Evaluation Data Sources: (1) Universal Screener (2) Renzulli Learning (3) Formative/Summative Assessments (4) Campus and District PD	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Strategy 1: GT trained teachers meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction.

Strategy's Expected Result/Impact: G/T students in grade K-5 shall receive instruction daily by a G/T trained teacher implementing differentiation through acceleration, adding depth and complexity, higher level thinking skills and developing independent research skills in the four (4) foundation curricular areas (English Language Arts/Reading, Math, Science, Social Studies), emphasizing advanced level products.

Staff Responsible for Monitoring: GT Coordinator
GT Teachers
Administrators

- Action Steps:** (1) Conduct universal screeners to identify G/T students
(2) Ensure that all GT teachers meets annual certification requirements by November 2021
(3) Plan and implement campus PD on Renzulli Learning System
(4) Utilizing pacing to attend to the Gifted and Talent students.
(5) Use frequent formative and summative with students to provide feedback and modify instruction
(6) Incorporated focused instruction in key content areas as prescribed by TEKS standards.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: By the end of the 2021-2022 school year, Parent and Teacher Organization (PTO) will be formed and become active parents on campus. Evaluation Data Sources: (1) Volunteer Sign-up Sheet (2) Parent Sign-In Sheets (3) Parent Survey Data (4) Increased Attendance and Parent Awareness	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Establish an internal communication for parent volunteers to actively become involved by providing district-wide professional development trainings and information VIPS sign-up process

Strategy's Expected Result/Impact: While collaborating with teachers and administrators, parents will receive essential information on becoming a source of support in improving their child's educational experience.

Staff Responsible for Monitoring: Principal

Title 1 Coordinator





Teacher Specialists

Teachers

Counselor

Wrap Around Specialist

- Action Steps:**
1. Conduct annual Title 1 meetings to inform parents of volunteer opportunities and various aspects of Title 1.
 2. Conduct a parent involvement meeting to encourage parents to actively volunteer on campus.
 3. HISD FACE department conducts monthly webinars and trainings to provide parents with valuable information and community resources
 4. Advertise parent volunteer opportunities via flyers, community call-out system, and Class Dojo.

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: By the end of the 2021-2022 school year, the number of parents engaged in school activities and events will increase from 5% to 35%. Evaluation Data Sources: (1) Volunteer Sign-up Sheet (2) Parent Sign-In Sheets (3) Advertise parent volunteer opportunities via flyers, community call-out system, and Class Dojo.	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Strategy 1: Coordinate and implement the following parental involvement activities: Meet the Teacher, Parent University, Involved Dad Group, Parent/Teacher Conferences, Open House, Literacy and Math Night, PTO events and fundraisers, Student Led Conferences, Muffins with Moms, Donuts

with Dads, Academic Nights to discuss ways to assist students at home with academics

Strategy's Expected Result/Impact: While collaborating with teachers and administrators, parents will receive essential information on becoming a source of support in improving their child's educational experience.

Staff Responsible for Monitoring: Principal

Title 1 Coordinator

Teacher Specialists

Teachers

Counselor

Wrap Around Specialist

Action Steps:

(1) The Leader in Me (TLIM) Committees plan and schedule events and activities

(2) Creating Grade-level weekly newsletters/flyers

pertinent information on Reynolds website and marquee, Reynolds HISD Twitter and Class Dojo to communicate with parents and community





(3) Post all

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

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

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

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

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

Board Goal 5: N/A - Additional Campus Goals

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

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

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

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by campus administration.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: Campus Improvement Plan was shared with stakeholders during an SDMC meeting. Stakeholder input was added to the plan.

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: regular administrative instructional walk-throughs/observations with coaching and feedback, weekly PLCs with classroom teachers addressing Tier I instruction and RTI, monthly data-dives with classroom teachers, weekly lesson plan feedback provided by administrators.

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, front office, Title I bin

The SIP was made available to parents by:

Link provided via Class Dojo and during parent meetings, print copy available by request

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

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

- Dedicated interventions blocks outside of core-content blocks embedded in the master schedule
- School-wide focus on checking for understanding and differentiation (professional development, observations, coaching/feedback)
- In-school tutoring provided by consultants and volunteers
- After school and weekend tutorials provided by classroom teachers

2.5: Increased learning time and well-rounded education

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

- Dedicated interventions blocks outside of core-content blocks embedded in the master schedule
- In-school tutoring provided by consultants and volunteers
- After school and weekend tutorials provided by classroom teachers
- Campus-wide focus on maximizing instructional time
- Field lessons

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

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

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Parent - Tyisha McCray
- Parent- Carnesha Franklin

- Teacher Specialist- Erika Mahoney
- Teacher Specialist- Jeanitra Proctor
- Principal- Renesiaha Carter
- Counselor- Lakisher Banks
- Teacher- Carlas Mack

The PFE was distributed

- On the campus website
- On Class Dojo

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Incentives for 100% parent enrollment on Class Dojo
- Multiple parent meeting dates and times scheduled
- Scheduled parent engagement nights such as math night/reading night
- Outreach by WrapAround Specialist

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - 9/15/21 8:00 am
- Meeting #1 Alternate - 9/15/21 4:00 pm
- Meeting #2 - 10/13/21 8:00 am
- Meeting #2 Alternate - 10/13/21 4:00 pm
- Meeting #3 - 1/19/21 8:00 am
- Meeting #3 Alternate - 1/19/21 4:00 pm
- Meeting #4 - 4/6/21 8:00 am
- Meeting #4 Alternate - 4/6/21 4:00 pm

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lakisher Banks	Counselor		100%
Prenceller Bradley	Class Reduction Teacher		100%