

Houston Independent School District

352 Farias Early Childhood Center

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Farias ECC will provide a high quality education for all students in a safe and caring environment.

Vision

Farias ECC will develop children who are caring, creative, confident, collaborative and critical thinkers to prepare them for Kindergarten and beyond.

Core Beliefs

Farias ECC believes in developing the whole child academically, socially, emotionally, physically and intellectually through research based activities and developmentally appropriate practices. Farias ECC uses a healthy family model called the School Family to create optimal learning environments that support the continued development of all children and all adults involved.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problems of Practice	9
Comprehensive Needs Assessment Data Documentation	10
Board Goals	12
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.	13
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.	14
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.	16
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.	18
Board Goal 5: N/A-Additional Campus Goals	20
State Compensatory	37
Budget for 352 Farias Early Childhood Center	38
Personnel for 352 Farias Early Childhood Center	38
Title I Schoolwide Elements	38
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	39
1.1: Comprehensive Needs Assessment	39
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	40
2.1: Campus Improvement Plan developed with appropriate stakeholders	40
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	41
2.4: Opportunities for all children to meet State standards	41
2.5: Increased learning time and well-rounded education	41
2.6: Address needs of all students, particularly at-risk	42
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	42
3.1: Develop and distribute Parent and Family Engagement Policy	42
3.2: Offer flexible number of parent involvement meetings	43
Title I Personnel	43
Addendums	44

Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

Demographics

Demographics Summary

Armandina Farias Early Childhood Center was established in 2005 and is located at 515 East Rittenhouse St., directly adjacent to Durkee Elementary Elementary on the North side of Houston. Our school was named after a beloved HISD principal Armandina Farias who was considered a legendary educator and leader in the North area. The school's current enrollment is 381 students of which 92.7% are Hispanic/Latino, 3% are African American, 1.2% are White, and .6% are other. The school has 17 classrooms with the following programs: 3 Pre-K 3 Bilingual, 1 Pre-K 3 English, 9 Pre-K 4 Bilingual, and 4 Pre-K English classes. We are a school-wide Conscious Discipline campus, which is a brain-researched classroom management, anti-bullying program designed to develop self-regulation, self-awareness, social awareness, and relationship building. Our school offers an oral language lab which is a literacy lab in collaboration with the Rice University to foster the development of literacy skills through rich Read Alouds, story telling and story dictation. All learning is intentionally aligned with the Texas Prekindergarten Guidelines and HISD's learning goals in support of our literacy building for young learners. Fine Arts integration has been a focus for our campus and we are proud to have an art teacher this school year. We have also joined forces with the Prelude Music Foundation so that our students can participate in quality music classes. Parents are an important and valued asset to our school family. Farias ECC has been identified as a Platinum Friendly School for the past three years.

Demographics Strengths

The strength of the school's demographics is that our families stay in the school system over a period of years with little mobility rate. Most of our families have at least one adult caregiver that is available to bring the child to school and also pick him up at the end of the day. Our community believes in the power of educating their child and therefore we have a strong parent presence in our school.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: An average of 80% of our families are new to the campus and require for us to develop relationships with them beginning with the enrollment process. At least 60% of our families request assistance with the several step enrollment process and express concern for not having the proper technology for enrolling their children. **Root Cause:** The several step enrollment process is sometimes confusing to our families. The solution is to remove all barriers so that our families feel confident that their child will be enrolled in school. Farias provided the time, technology and the patience required to provide the service that our families need.

Problem of Practice 2: 80% of our students are new to the school system and have never been away from their parents. SEL strategies and routines and procedures take up to 5-6 weeks for full implementation. We know from research that academic learning is dependent on social and emotional development. **Root Cause:** 80% of our students are new and young in age and have never been away from their home environment. We take nothing for granted when teaching routines and procedures. The time is well invested as reflected

in our academic and emotional data.

Student Learning

Student Learning Summary

Refer to the Addendum section and select EOY Farias Data Literacy.

Our EOY data will be addressed by Bilingual PK 4 and English PK 4. Overall, our students both in the English and Bilingual groups outscored Houston ISD's overall PK Literacy CIRCLE subtests. Bilingual students scored 90% or above in ABC Letter Names, ABC Letter Sounds, Rapid Letter naming, Syllabication, Rhyming I, and Words in a Sentence. Scores were 85% or above for Rapid Vocabulary and Alliteration.

We were concerned with our English PK scores despite the fact that they still outscored HISD's overall PK CIRCLE scores with up to 14 points higher. No subtests reached 80% or above. In our monthly review of our classroom data binders and in our discussions during data meetings, our English virtual students were not logging in enough to receive a high quality literacy lesson.

Student Learning Strengths

Our 11 classrooms of bilingual students for the 2020-2021 school year, were 85% present in the building by the end of the school year. This enabled teachers to provide quality direct instruction to the students and monitor their growth. Hence, at the end of the year, our students performed 85% or above in all subtests, far outscoring HISD's overall performance in CIRCLE by up to 31 points in ABC Letter sounds, for example. With so many bilingual face to face students, it was also easier to our teachers to make direct contact with the parents for support.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: English classes scored between 51% (rhyming) and 77% (rapid letter naming) in the EOY CIRCLE progress monitoring tool which is below the benchmark expectations. **Root Cause:** Due to the unique combination of virtual and face to face students, English classroom were forced to remain in the Concurrent model which proved to be the least effective learning model according to TEA.

Problem of Practice 2: English virtual students scored lower than the face to face English students in the EOY CIRCLE Progress Monitoring tool. **Root Cause:** English virtual students were not logging in for the full high-quality online literacy lessons nor did they consistently participate in virtual small group instruction.

Problem of Practice 3: English virtual students were higher in number than English face to face students. **Root Cause:** All of our virtual English families, which were around 70% of our English families, were hesitant in sending their children for face to face instruction.

School Processes & Programs

School Processes & Programs Summary

Farias ECC has several programs/philosophies in place:

1. Implementation of a high-quality academic program-Our lessons are aligned to the PK Guidelines and to research-based best practices. Our program includes an academic focus AND an intellectual focus as we develop children who are caring, creative, confident, collaborative and critical thinkers, all of which are 21st Century skills.
2. Research based classroom management and anti-bullying program-We are a schoolwide Conscious Discipline school. We look at conflict as an opportunity for teaching and learning. Our students are in a safe environment to make mistakes and to learn from them. We believe in intrinsic motivation instead of the reward and punitive and punishment system.
3. Active parental involvement program-We cannot function without the support and involvement of our parents. During this administration, the formal establishment of the PTO was accomplished. We support our parents in our school and empower them by providing guidance on how they can help us achieve student success through a program called Operation Success which is a student tutorial program led by parents.
4. School Family philosophy-We are grounded on the concept of the School Family in which all members are valued and are given a voice. School Family members include students, staff, teachers, parents, and the community. The administration does not make key decisions on their own without the support and feedback of the stakeholders.

School Processes & Programs Strengths

The above four school processes and programs contribute to the following strengths:

- *Developing students who are caring, creative, confident, collaborative and critical thinkers with a strong academic background that prepares them for Kindergarten and beyond.
- *Parents who are satisfied as of 2017 to the present as reflected in the EOY Title I parent surveys in which we have 80% participation.
- *Model school for implementation of best practices. North and HISD schools request visits to observe best practices in the classrooms.
- *Building of leaders within the campus setting. Teachers are prepared with leadership opportunities through Team Lead experiences, Career Pathways, Committee Chairpersons, or SDMC membership.
- *Low teacher turnover rate. From the 2017-2018 school year, no teacher or staff member has ever requested a transfer to another HISD school. Staff members that have departed have all left due to promotions with the exception of two teachers in the past four years that left to a school closer to their home.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Not all teachers understand the vertical alignment piece which we feel is critical to understanding the "WHY" of what we do in the classrooms. **Root Cause:** Lack of investment in Kinder and First grade TEKS understanding. There is a need for the PK teachers to meet with Kinder teachers. However, we do not have Kinder in this building. Our goal is to reach out to neighboring elementary schools.

Perceptions

Perceptions Summary

Our energy, focus, understanding and core beliefs are invested in early childhood readiness and the building and strengthening of social/emotional skills, oral language development, emergent reading and emergent writing skills, math skills, fine arts integration, physical development and basic technology awareness. We prepare the whole child academically, socially, emotionally and intellectually. We pride ourselves in understanding how the young brain works and what is needed to prepare a young child for Kindergarten and beyond.

Parents are a critical part of our partnership. The School Family concept at Farias ECC is the core of our existence.

Perceptions Strengths

Our understanding and collective experience of the academic, social, and emotional preparation of our students fuel us to grow successful students. Our inclusion of our parents in our decision making and in our journey to building successful children brings parents back with the siblings and other family members and friends.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Colleagues who do not have early childhood understanding or experience make decisions that are not developmentally appropriate for young learners that can impact our own students. **Root Cause:** Not meeting frequently with ECH department and ECH colleagues. But we are hopeful now that we are all in one co-hort and under one leadership.

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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Local Accountability Systems (LAS) 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)
- Local diagnostic reading assessment data
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Revised/Approved: June 8, 2022

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 Pre-K 4 Bilingual students identifying 85% of letter names will increase 2 percentage points from 92% to 94% in the EOY CIRCLE Progress Monitoring Tool. The percentage of English Pre-K 4 students identifying 85% of letter names will increase 24 percentage points from 61% to 85% in the EOY CIRCLE Progress Monitoring Tool.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Pre-K 4 students will identify 40 out of 52 letter names in the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: BOY, MOY, and EOY CIRCLE Data, Data binders, Monthly Data conversations, Interim Assessments, Lesson Plans, Observations HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Weekly lessons with high yielding strategies to intentionally teach alphabet principle through Morning Message, Words Walls, Guided Reading, Small group instruction, and drill practice using data and purposeful workstations.

Strategy's Expected Result/Impact: 90% of the PK 4 students will score 85% or above in the Letter Recognition subtest in the EOY CIRCLE Progress Monitoring Tool as reflected in Data binders, which include checklists of upper case and lower case letters, will reflect the most current data on student progress and knowledge of letter identification.

Staff Responsible for Monitoring: Classroom teachers, Teacher Specialists, Team Leads, Administration

Action Steps: Lesson plans will be reviewed weekly to ensure that intentional and purposeful lessons and activities have been designed for the daily instruction of alphabet awareness using Morning Message, Word Walls, Guided Reading, Small Group Instruction, and drill practice using data.

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

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: All teachers will be observed a minimum of twice a week to ensure that fidelity of daily teaching of alphabetic principle is evident. Evaluation Data Sources: Lesson Plans, Daily Schedule, Observation feedback HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Daily hubs between leaders will take place every morning to correlate teacher classroom visits to observe fidelity of required subject matter.

Strategy's Expected Result/Impact: Quality teaching and feedback. Opportunity for coaching. High-yielding strategies and lessons for alphabetic principle.

Staff Responsible for Monitoring: Administrators, Classroom Teachers, Teaching Assistants, Parent Tutors

Action Steps: Morning huddle meetings to designate classroom teacher visits. Daily discussion of teacher observations .Coaching opportunities when needed.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: All teachers will be provided a minimum of six PD opportunities per semester to observe best practices in the teaching of alphabetic principle. Evaluation Data Sources: Sign in Sheets, Agenda, Pictures, Feedback HB3 Board Goal	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: August BOY and PD September 17 will be used for teachers to plan modeling of high yielding strategies to each other of alphabetic principle.

Strategy's Expected Result/Impact: Teachers will observe and implement quality activities for student engagement of the development of ABC knowledge. Students will participate in a variety of proven activities that will help them develop letter knowledge.

Staff Responsible for Monitoring: Classroom Teachers, Administrators, Teaching Assistants

Action Steps: Design PD plan for August and Sept. 17 using Team Leads. Execute the plan and model for teachers during the designated PD days.

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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: Bilingual Pre-K 4 students will increase 3 percentage points from 82% to 85% in Rote Counting in the EOY CIRCLE Progress Monitoring Tool. Pre-K 4 English students will increase 5 percentage points from 80% to 85% in Rote Counting in the EOY CIRCLE Progress Monitoring Tool.

Strategic Priorities: Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 90% of students will count 4 out of 5 sets correctly in the EOY Progress Monitoring Tool. Evaluation Data Sources: BOY, MOY and EOY CIRCLE scores, Fall/Spring Intermim assessments, Data binders, PLCs., lesson plans. observations HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Observations during Math block to ensure that intentional lessons and strategies are implemented daily.

Strategy's Expected Result/Impact: 90% of our students will be proficient in counting sets to 10.

Staff Responsible for Monitoring: Classroom teachers, Team Leads, Tier 2 Specialists, Administration

Action Steps: Weekly walkthroughs

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: A minimum of two counting workstations will be designed for Math Workstation block. Evaluation Data Sources: Workstations, BOY CIRCLE, MOY CIRCLE, EOY CIRCLE, Fall and Spring Interim Assessments, Data Binders HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Counting activities will be included in all morning session activities before Math block.

Strategy's Expected Result/Impact: PK students will successfully count 1-10 objects using one-to-one correspondence, subitizing, and conservation of number.

Staff Responsible for Monitoring: Classroom Teachers, Teaching Assistants, Administration

Action Steps: Daily counting activities reflected in lesson plans, whole group/small group math instruction, and workstations.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will receive a minimum of five counting opportunities throughout the instructional day. Evaluation Data Sources: Observation of morning routines, Lesson plans	Formative			Summative
	Nov	Jan	Mar	June

HB3 Board Goal				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Use calendar to incorporate daily counting activities during morning routines.

Strategy's Expected Result/Impact: Students will be exposed to counting opportunities.

Staff Responsible for Monitoring: Classroom Teachers, Administrators, Teaching Assistants

Action Steps: Plan for counting activities during morning routines that will include student engagement.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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: The percentage of Pre-K 4 Bilingual students identifying 85% of letter names will increase 2 percentage points from 92% to 94% in the EOY CIRCLE Progress Monitoring Tool. The percentage of English Pre-K 4 students identifying 85% of letter names will increase 24 percentage points from 61% to 85% in the EOY CIRCLE Progress Monitoring Tool.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 90% of English PreK students will score an 85% or above in the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: BOY, MOY and EOY CIRCLE, Fall and Spring Interim Assessments, Data Binders HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will integrate alphabet awareness activities daily in the Morning Message, Read Alouds and workstations.

Strategy's Expected Result/Impact: English PreK students will be successful in identifying letter names.

Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Specialists, Teaching Assistants, Administration

Action Steps: Plan daily alphabet knowledge activities throughout the day. Integrate opportunities for hands-on experiences. Use ECH Planning Guides to facilitate lessons

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Teachers will observed a minimum of twice a week to ensure fidelity of the teaching of number concepts. Evaluation Data Sources: Lesson Plans, Lesson Observations, Data Binders HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Leaders will meet every morning to determine what teachers will be visited so that all teachers will receive a minimum of 2 visits for coaching opportunities.

Strategy's Expected Result/Impact: Alphabet principle will be taught with fidelity. Students will engage in high yielding strategies for alphabet principle.

Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Specialists, Teaching Assistants, Administrators

Action Steps: Review Observation list every morning to determine which classroom teachers will be visited daily.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Teachers will receive a minimum of 6 opportunities per semester to observe model high yielding strategies for counting. Evaluation Data Sources: Sign in Sheets, Agenda, Attendance, Feedback of PD HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Team Leads will plan with teams so that all teachers are modeling a quality alphabet principle strategy for BOY August PD and Sept. 17 PD.

Strategy's Expected Result/Impact: Teachers will receive a variety of quality lessons already implemented in other classrooms for the teaching of alphabetic principle.

Staff Responsible for Monitoring: Team Leads, Classroom Teachers, Administration

Action Steps: Design a PD plan and select high yielding activities that will encourage student engagement.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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: The percentage of Pre-K 4 Bilingual students identifying 85% of letter names will increase 2 percentage points from 92% to 94% in the EOY CIRCLE Progress Monitoring Tool. The percentage of English Pre-K 4 students identifying 85% of letter names will increase 24 percentage points from 61% to 85% in the EOY CIRCLE Progress Monitoring Tool.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: 85% or our SpED students will score 85% or above the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: IEPs, BOY/MOY/EOY CIRCLE Progress Monitoring Tool, Fall/Spring Interim Assessment, Data Binders HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Classroom Teachers will provide small group instruction using data to support the needs of the SpEd students in alphabetic principle.

Strategy's Expected Result/Impact: Students will meet IEP goals and CIRCLE assessment benchmarks to set them up for success.

Staff Responsible for Monitoring: SpEd Chairperson, IAT Chairperson, Classroom Teacher, Teaching Assistants, Administration

Action Steps: PLCs on best practices for fostering alphabet principle. Small group instruction for intentional data driven mini-lessons.

Title I Schoolwide Elements: 2.4, 2.5, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will be provided with twenty minutes of additional support to meet their specific needs in building literacy skills. Evaluation Data Sources: Classroom observations, Data binders, BOY/MOY/EOY CIRCLE, Fall/Spring Interim Assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Teachers will use data from checklists, formative and summative assessments to provide specific and intentional interventions to foster alphabet principle.

Strategy's Expected Result/Impact: Students will identify at least 40 out of 52 letters by the EOY.

Staff Responsible for Monitoring: SpEd Chairperson, Classroom Teachers, Teaching Assistants, Administrators

Action Steps: Monitor checklists and assessment data to work on the specific letters that the students need to learn
Use Read Alouds, Morning Message and workstations to support the fostering of letter knowledge

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will be monitored more frequently through the weekly checklists of alphabet principle to check for growth so that accurate data is used to determine progress. Evaluation Data Sources: Data binders, Anecdotal records, BOY/MOY/EOY CIRCLE, Fall/Spring Interim Assessments, Data conversations HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Teachers will use the additional end of the day intervention block to provide support to SpEd students for additional letter knowledge support.

Strategy's Expected Result/Impact: Students will identify 40 out of 52 letters at the EOY.

Staff Responsible for Monitoring: SpEd Chairperson, Classroom Teachers, Teaching Assistants, Administration

Action Steps: Intentional mini-lessons/activities that foster letter knowledge
Activities that include the manipulation of letters

Title I Schoolwide Elements: 2.4, 2.5, 2.6

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			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 1: Classroom Teachers will reach out to all absent students daily to inquire on the nature of the student's absence and email all members of the Attendance Committee within the classroom day to inform them of updates.

Evaluation Data Sources: Attendance Logs and e-mails, 6 week attendance data

HB3 Board Goal

Strategy 1: Teachers will e-mail Attendance Team with information on the absent child's reason for absence.

Strategy's Expected Result/Impact: Maintain high student attendance for increased student achievement.

Staff Responsible for Monitoring: Attendance Team (Administration, SIR, Nurse, Classroom Teacher, Wraparound Resource Specialist)

Action Steps: Teachers will call the family or DOJO them with a message to inquire on child's absence. Email will be sent to all stakeholders for information purposes. Administration will monitor frequent absences not related to health/medical reasons for a parent conference.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Measurable Objective 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Measurable Objective 2: Wraparound Resource Specialists will conduct home visits to families whose child has attendance concerns not related to health/medical issues.

Evaluation Data Sources: WIN reports from Wraparound Resource Specialists, SAF requests from teachers

HB3 Board Goal





Strategy 1: Weekly meetings will be held with the Wraparound Resource Specialist, Administration, and the SIR to receive updates on the home visits.

Strategy's Expected Result/Impact: Students will be encouraged to attend school daily to receive instruction and plan for academic success.

Staff Responsible for Monitoring: Administration, SIR, Classroom Teachers

Action Steps: WRS will share calendar of home visits with administration and keep logs of home visits on WIN reports
WRS will communicate the result of the visit verbally immediately with the SIR after the visit and weekly with the Administration Team.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Weekly communication of the importance of attendance will be conducted through Parent Call out on Sundays. Evaluation Data Sources: Farias DoJo messages to parents, Call out system HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 1: Principal will create a standard message of the importance of attendance through weekly call outs.

Strategy's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Principal, Administration Team, SIR

Action Steps: Establish the weekly calls to be sent out weekly.
Develop the weekly schoolwide DOJO messages

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A-Additional Campus Goals

Goal 2: There will be 0 referrals for discipline to the office for the 2021-2022 school year.

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

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Teachers will use proactive strategies from Conscious Discipline to teach students self-regulation behaviors. Evaluation Data Sources: Data from referrals, Classroom Observations, PreK Guidelines HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Students will be greeted at the door every morning. Children will be given a choice of how to be greeted.

Strategy's Expected Result/Impact: Students will feel valued every day. This is the beginning of relationship building.

Staff Responsible for Monitoring: Classroom Teachers, Administration

Action Steps: Place four choices for students to select for a greeting. During the connection, these four steps must be present: Eye contact, presence, element of touch and playfulness. The purpose is for the students to feel welcomed and valued.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: Students will be taught strategies to help self-regulate when they are upset. Evaluation Data Sources: Data from referrals to office, Classroom Observations, Self-regulated classrooms HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Demonstrate, model, and exhibit a minimum of four breathing strategies such as the STAR, BALOON, PRETZEL and FAUCET for students to use during their upset moments.

Strategy's Expected Result/Impact: Students will self-regulate and manage their emotions.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Action Steps: Demonstrate, model, and exhibit the breathing icons. Encourage the students to use these breathing strategies to manage their emotions.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Students will have an area to compose themselves when upset occurs in the classroom. Evaluation Data Sources: Self-regulated classrooms and children HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: A classroom Safe Place will be expected in each classroom so that students have a place to compose themselves if they feel upset.

Strategy's Expected Result/Impact: Self-regulated children and classrooms. Teaching children that it is okay to feel upset, angry, disappointed but there is a healthy and safe way to manage these emotions.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Action Steps: Designate an area in the classroom in which the students can implement their breathing strategies and apply self-soothing behaviors.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 5: N/A-Additional Campus Goals

Goal 3: Proactive measures will be used in the classroom to foster kindness, cooperation, and connection and discourage the use of violence as a reaction or unhealthy way of solving problems.

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

Measurable Objective 1 Details Measurable Objective 1: The concept of the School Family will be incorporated school wide in which all members of the school: students, staff, parents, and stakeholders, have a voice and feel valued so that 0% violent acts will occur in the 2021-2022 school year by students. Evaluation Data Sources: Referrals, Incident Reports data, Police Reports, Parent/Teacher Conferences HB3 Board Goal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Model the language of the School Family and identify the Safe Keepers in the building: Teachers, Administrators, Support Staff.

Strategy's Expected Result/Impact: Students will feel safe in the building. Students will identify their support system.

Staff Responsible for Monitoring: Classroom teachers, Administrators, Wraparound Resource Specialist

Action Steps: Teach children the language of safety and the concept of the School Family and how we are here to help and support their growth, development and safety.

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details Measurable Objective 2: The concept of Big Voice will be taught to all children so that they learn to express how they want others to treat them so that by the end of the year, 85% of the students voice to others how they feel by using their words. Evaluation Data Sources: Classroom Observations, Student referrals data, SEL checklists HB3 Board Goal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Teach "Big Voice" at the beginning of the year and model the words to use to build an assertive voice in children.

Strategy's Expected Result/Impact: Children will be taught to be assertive and not passive or aggressive when expressing to others how they want to be treated. This is an anti-bullying approach.

Staff Responsible for Monitoring: Classroom Teachers, Administrators, Wraparound Resource Specialists

Action Steps: Use Conscious Discipline literature to highlight "Big Voice" examples. Teachers will model the concept of Big Voice throughout the day.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Children will be taught breathing strategies to manage their upset so that they can self-regulate during the time of upset. By the end of the 2021-2022 school year, 85% of all students will understand and use a minimum of one breathing strategy to self-regulate and manage their upset. Evaluation Data Sources: Classroom Teachers, Administrators, Wraparound Resource Specialist HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: A minimum of four breathing strategies will be modeled and displayed in the classroom to assist students in helping them to manage their upset.

Strategy's Expected Result/Impact: Children will self-regulate and now resort to violence to manage their emotions.

Staff Responsible for Monitoring: Classroom Teachers, Administrators, Wraparound Resource Specialists

Action Steps: Display and model four breathing strategies in the classroom. Model these strategies so that children self regulate in their time of upset.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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: 85% of our SpED Students will achieve an 85% or higher in Phonological Awareness subtest at the EOY. Evaluation Data Sources: EOY CIRCLE, Data Binders, Fall/Spring Interim Assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Phonological Awareness activities will be implemented in daily morning message.

Strategy's Expected Result/Impact: Students will be encouraged to have hands-on opportunities to develop Phonological Awareness skills.

Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administration

Action Steps: Design daily lessons for Morning Message to emphasize Phonological Awareness activities.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 85% of SpEd students will identify 40 out of 52 letters at the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: EOY CIRCLE, Data binders, Fall/Spring Interim Assessments HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Letter knowledge activities will be implemented during Read Aloud, Word Walls, and Small Group Instruction

Strategy's Expected Result/Impact: Students will have increased success in developing letter knowledge.

Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administrators

Action Steps: Develop high yielding strategies for letter knowledge ideas in lessons.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: SpEd students will receive additional intervention time during a 20 minute end of the day block using data for planning. Evaluation Data Sources: Classroom Observations, Mini-lessons planning, Data Binders	Formative			Summative
	Nov	Jan	Mar	June

HB3 Board Goal				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 1: Use data to determine the interventions needed for students to reach academic goals for end of day intervention block.

Strategy's Expected Result/Impact: Students will receive additional support to achieve academic goals.

Staff Responsible for Monitoring: Classroom Teachers, SpEd Chairperson, Administrators

Action Steps: Use CIRCLE data, checklists data and anecdotal records for planning intervention sessions.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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: 90% of our Special Populations students will receive an 85% or higher in the Phonological Awareness portion of the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: EOY CIRCLE, Data binder, Report Cards HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Phonological Awareness activities will be strategically included in the daily Morning Message.

Strategy's Expected Result/Impact: Students will receive opportunities for high engaging Phonological Awareness activities that will be embedded into the morning message.

Staff Responsible for Monitoring: Classroom Teachers, Tier 2 Specialists, Administrators

Action Steps: Purposefully plan Phonological Awareness lessons and activities based on the spectrum from the Prekindergarten Guidelines.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: 90% of our Special Populations Students will identify 40 out of 52 letters at the EOY CIRCLE Progress Monitoring Tool. Evaluation Data Sources: EOY CIRCLE, Data Binders, Report Cards HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June





Strategy 1: Daily alphabetic principle activities will be incorporated through Morning Message, Read Aloud, Word Wall, Guided Reading and/or Small Group Instruction and Workstations

Strategy's Expected Result/Impact: Students will increase their knowledge of alphabet awareness.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Action Steps: Purposefully embed many opportunities of letter knowledge throughout the day

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: 100% of the Special Populations Students will receive a minimum of 15 minutes additional intervention time at the end of the day to increase their skill development. Evaluation Data Sources: Daily Schedule, Classroom Observation HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 1: Use data and anecdotal records to determine what skills and strategies need to be used to increase students level of skills set.

Strategy's Expected Result/Impact: Students will have more individualized attention to achieve academic success.

Staff Responsible for Monitoring: Classroom Teachers, Administrators

Action Steps: Use CIRCLE data, anecdotal records, formal and informal assessments and checklists to determine the needs of the students during the intervention block.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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: 85% of our students will be represented by at least one family registered in VIPS. Evaluation Data Sources: VIPS data, Sign in sheets, FACE data HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Promote VIPS information through Parent Handbook, newsletters, DoJo and callouts.

Strategy's Expected Result/Impact: Stronger parental involvement.

Staff Responsible for Monitoring: Parent Engagement Specialist, FACE representative, Administration

Action Steps: Promote VIPS login information weekly.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: A minimum of two parent activities will take place monthly to encourage parental involvement at Farias ECC. Evaluation Data Sources: Parent calendars, Parent invites/agendas and sign-in sheets. HB3 Board Goal	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: FACE representative and the Parent Engagement Specialist will plan for a minimum of two parent activities to encourage parent participation.

Strategy's Expected Result/Impact: Increased parental involvement.

Staff Responsible for Monitoring: FACE representative, PTO, Parent Engagement Specialist

Action Steps: Plan for two activities a month. Advertise and encourage attendance.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: Farias ECC will receive a Platinum recognition for being a Family Friendly School at the end of 2021-2022 school year. Evaluation Data Sources: FACE recognition based on the required point system.	Formative			Summative
	Nov	Jan	Mar	June

HB3 Board Goal					
<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>	

Strategy 1: FACE representative and the Parent Engagement Specialist will meet monthly to discuss the application of credits to meet the goal for Platinum Status

Strategy's Expected Result/Impact: Farias will be recognized for complying with all requirements for high quality parental involvement school year.

Staff Responsible for Monitoring: FACE representative, Parent Engagement Specialist, Administration

Action Steps: Monitor all requirements on a monthly basis.

Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Strategy 1: Provide school nurse with a daily block of time so that all of the data entry, and state requirements are complete in a timely manner.

Strategy's Expected Result/Impact: Information will be complete in a timely manner.

Staff Responsible for Monitoring: School Nurse, Health and Medical Services, Administration

Action Steps: Use assigned schedule to complete tasks.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

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

Strategy 1: Create a schedule for vision screening for PK students.

Strategy's Expected Result/Impact: 100% of students will receive the required screening test.

Staff Responsible for Monitoring: School Nurse, Health and Medical Services, Administration

Action Steps: Plan for schedule on calendar to complete by Dec. 2021.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

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





Strategy 1: Train members of the Wellness Team to administer medication in the absence of the nurse or to help the nurse throughout the instructional day.

Strategy's Expected Result/Impact: School nurse will receive support for the administration of the medication.

Staff Responsible for Monitoring: School Nurse, Wellness Team, Administration

Action Steps: Follow schedule created by nurse so that all students receive the required medication.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals

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> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 1: Plan and create a schedule for the monthly maintenance of the AED.

Strategy's Expected Result/Impact: Compliance of AED monthly maintenance checks.

Staff Responsible for Monitoring: School Nurse, Wellness Team

Action Steps: Place checks review on the calendar.

Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals


Board Goal 5: N/A-Additional Campus Goals


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


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


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

Measurable Objective 1 Details Measurable Objective 1: Farias ECC will participate in Brighter Bites for the 2021-2022 school year. A minimum of 16 health lessons will be conducted per semester by the classroom teacher to discuss healthy eating habits for children. Evaluation Data Sources: Lesson Plans, Brighter Bites data HB3 Board Goal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Strategy 1: Mini-lessons on healthy eating habits will be embedded in 16 lessons per semester as monitored by Brighter Bites.

Strategy's Expected Result/Impact: Children will eat healthier.

Staff Responsible for Monitoring: Classroom Teachers, Wraparound Resource Specialist, Brighter Bites Team, Administration

Action Steps: Complete link on Brighter Bites page.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2: Children will participate in outdoor recess every day for exercise.

Strategy's Expected Result/Impact: Children will be healthier and stronger.

Staff Responsible for Monitoring: Classroom Teachers, Administration

Action Steps: Include recess in daily schedule.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3: All students will receive a formal physical education class per one week during the month.

Strategy's Expected Result/Impact: Students will participate in organized physical education activities.

Staff Responsible for Monitoring: Classroom Teachers, Physical Education Teacher, Administration

Action Steps: Schedule PE in Master Schedule.

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

Board Goal 5: N/A-Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

State Compensatory

Budget for 352 Farias Early Childhood Center

Total SCE Funds: \$106,314.75

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Farias ECC uses SCE money for the following: Salary for a Classroom Teacher, salary for a Teacher Specialist and funding for Prelude Music Foundation, which supplements our Fine Arts program by providing weekly music classes to all students.

Personnel for 352 Farias Early Childhood Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lira, Belinda Rachel	Tchr, Spclst 11M	1
Meza, Yvonne Monique	Tchr, Pre-Kindergarten	1
Vacant	Lecturer, Hrly - Degreed	1
Vacant	Lecturer, Hrly	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the SDMC, Administration, Wraparound Resource Specialist, Staff and Parents over sessions held between June 1-16, 2021.

The following components were reviewed: Schoolwide EOY CIRCLE data, SEL, School Safety Plan, School Culture, Parental Involvement, and Professional Development for August 2020 PD.

*EOY CIRCLE-The EOY CIRCLE scores in Spanish were all above 85% or above in all subtests with six areas above 90%. Our conclusion was that the Bilingual students had higher attendance in the face to face model; all students were enrolled in split staffing model which gave direct attention to the students in the group; there were more face to face bilingual students than virtual students. Our English PK scores were concerning to us. We had subtests ranging from 53% (Rhyming) to our highest which was 77% in rapid letter naming. Our conclusion was that we had poor attendance with the English students and they were all in the least effective model which was the Concurrent model. Furthermore, we discussed that we begin each school year with a minimum of 80% or more of new students and therefore we are aware that our standards must remain high for the incoming students. Therefore, for the 2021-2022 school year, our goals are the following:

- 90% of students will achieve 85% or higher in the letter naming test of EOY CIRCLE

- 90% of students will achieve 85% or higher in the counting sets subtest of EOY CIRCLE

- 90% of students will achieve 85% or higher in the phonological awareness portion of EOY CIRCLE.

*SEL-We discussed the need to prepare for our new 2021-2022 students and analyzed that these children might be coming in with less SEL skills due to the COVID year. We discussed the need to prepare our teachers with specific strategies to assist the students in building foundation self-regulation skills, self-awareness skills, relationship building skills and social skills.

*School Safety Plan was revised by looking at the three components: Student Safety, Building Safety, and SEL Safety. We voted on continuing with our current plan in anticipation of the Aug. 2 dismantling of the CDP. However, a review of HISD's safety policies on Aug. 9 encouraged us to remain with most of our strategies for all three areas of our safety plan.

*School Culture-We discussed the need to bring in more stakeholders for decision making and giving more time to process decisions. Our surveys indicated that our staff and families believe that Farias ECC is a safe learning environment and that all stakeholders have a voice. Discussion was also made on empowering more teachers with leadership decisions.

*Parent Involvement-Our school was thrilled with our Platinum Family Friendly Status despite all of the challenges that we encountered with safety concerns. Regardless, we will continue making parental involvement a focus as we all believe that our parents and families are a critical part of our School Family.

*Professional Development-We will focus on SEL devevelopment, Literacy foundation development, Guided Reading and Differentiated Workstations for the 2021-2022 school year.

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:

*Title I parent surveys were reviewed for feedback on school culture, parent support and school safety

*Overall review of data in the following areas: Academic growth, Attendance, SAF's from Wraparound Resource Specialist, SpEd Data, and compliance data. A review of the proposed 2021-2022 budget was also conducted to ensure that money was available for literacy materials and math materials, fine arts initiatives (Art, Music).

*Feedback was received during Coffee with the Principal/Title I meetings

*SDMC planning session was conducted June 15 and 16 with different stakeholders.

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:

*SDMC meetings

*PLCs twice a month

*Coffee with the Principal meetings

*Data conversations after each summative and formative assessment

- *Data binders which include the most accurate student academic and SEL information
- *Classroom Observations, Walkthroughs and Coaching
- *Weekly Leadership meetings
- *Monthly committee meetings

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

The SIP is available to parents in the following locations: School Website, Front Desk, PTO leaders

The SIP was made available to parents by: School Website, Hard Copies on demand, Monthly parent meetings, Family nights

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

- *Using data to meet the specific needs of the students
- *Providing hands-on opportunities for children
- *Preparing the whole child academically, socially, emotionally, and intellectually
- *Using high yielding and research based practices
- *Incorporating fine arts into the academic program
- *Using workstations strategically for independent practice
- *Conducting frequent conversations with parents
- *Creating a safe learning environment for all children so that they are free to make mistakes and learn from them

2.5: Increased learning time and well-rounded education

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

- *Purposeful and intentional lessons that are aligned to the PreK Guidelines
- *Focused attention on what the students need to succeed academically, emotionally, socially and intellectually
- *Thematic lessons
- *Field experiences
- *Creative and differentiated workstations
- *SEL development

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 - Gregoria Cardenas, Diana Perez, Sandra Gonzalez, Rogelio Tristan
- SDMC members
- Administration
- Face Specialist Laura Perez
- Parent Engagement Rep Erika Lopez
- Wraparound Resource Specialist Olviia Aguayo

The PFE was distributed

- On the campus website
- Parent Handbook
- Title I bin

The languages in which the PFE was distributed include

- English and Spanosh

Four strategies to increase Parent and Family Engagement include:

- Bulding voice with our parents and asking for feedback
- PTO
- Title I meetings
- Parent Conferences
- Parent trainings through FACE
- Wraparound Specialist meetings

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 - September 24, 2021
- Meeting #1 Alternate -September 27, 2021
- Meeting #2 - October 8, 2021
- Meeting #2 Alternate - October 15, 2021
- Meeting #3 - Novemebr 5, 2021
- Meeting #3 -Alternate - November 12, 2021
- Meeting #4 - December 3, 2021
- Meeting #4 -Alternate -December 10, 2021
- Meeting #5- January 7, 2022
- Meeting #5 -Alternate January 14, 2022
- Meeting #6-February 4, 2022
- Meeting #6 Alternate February 11, 2022
- Meeting #7- March 4, 2022
- Meeting #7 Alternate- March 11, 2022
- Meeting #8-April 1, 2022
- Meeting #8 Alternate-April 18, 2022
- Meeting #9-May 6, 2022
- Meeting #9 Alternate-May 13, 2022
- Meeting #10- June 1, 2022
- Meeting #10 Alternate-June 2, 2022

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christopher Doria	Teaching Assistant	PreK program	1.00
Janie Zamora	Teaching Assistant	PreK program	1.00
Valeria Garcia Martinez	Parent Engagement Specialist	PreK program	1.00
Yazmin Sagredo	Teaching Assistant	PreK program	1.00

Addendums

PK Circle Data – Literacy

20-21 Literacy Circle Results (% Meeting Benchmark) EOY

Subtest	District English	Farias English	District Spanish	Farias Spanish
ABC Letter Names	61	*68	64	*92
ABC Letter Sounds	48	*63	59	*90
Rapid Letter Names	75	*77	80	*97
Rapid Vocabulary	66	*70	71	*87
Syllabication	63	*74	78	*90
Alliteration	44	*51	66	*85
Rhyming I	54	53	86	*97
Words in a Sentence	58	*70	65	*90

RATIONALE FOR SCORES	
BILINGUAL	ENGLISH
<ul style="list-style-type: none"> Split Scheduling was implemented on Feb. 1, 2021, which allowed the face to face AND the virtual students to receive direct instruction. 	<ul style="list-style-type: none"> English group was the only team that continued with Concurrent model throughout the year. Class sizes did not allow for us to select another model for instruction.
<ul style="list-style-type: none"> There was a higher amount of Bilingual Face to Face students. Three bilingual classrooms had 100% face to face students. 	<ul style="list-style-type: none"> English classrooms had a higher number of VIRTUAL students.
<ul style="list-style-type: none"> Students in bilingual classrooms had stronger attendance overall. 	<ul style="list-style-type: none"> More frequent absences with the English VIRTUAL students.

