Houston Independent School District

239 Shearn Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

Shearn Elementary exists to provide a safe and supportive environment committed to developing the whole child. Our school promotes high expectations for mastery through developmentally-appropriate instruction that allows for individual differences and learning styles. We are committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. We embrace diversity and are dedicated to serving all who walk through our doors to foster a strong partnership between home and school.

Vision

Our school promotes high expectations for mastery through developmentally-appropriate instruction that allows for individual differences and learning styles. We are committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. We embrace diversity and are dedicated to serving all who walk through our doors to foster a strong partnership between home and school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Shearn Elementary serves students in grades Pk3-5th and is made up of 481 students. Since the 2017-2018 school year there has been a significant decline in enrollment from 650 to 480 students for the last two school years. The demographics of the student body have remained steady during this time. 71% of students are Hispanic or Latino, 21% African American, 4% White and 3% Asian. 96% of all students are economically disadvantaged, 60% are English Language Learners, and 90% are considered at risk. Over the past five years the decline in enrollment can be attributed to the opening of charter schools in the neighborhood, a decline in affordable housing, and community perception. As a public school, Shearn is an open enrollment campus that offers a two-way Dual Language program that aligns with the community's desire for bilingualism. Over the last school year the membership on the school PTO has increased significantly from 4-5 very involved parents to 15 or more parents in attendance at regular meetings. The PTO has created strong partnerships with community members and organizations who contribute to the school through volunteering and providing student support through tutoring. The addition of a new Wraparound Specialist who lives in the community has improved engagement and community perception of the school. For the 2022-2023 school year, Shearn will continue to focus on creating strong systems of support for academics, social emotional learning, wraparound resources, and counseling.

Demographics Strengths

The greatest demographic strength is the stability of the student community. A large percentage of students remain at Shearn for 3 or more years, and many current parents attended Shearn as children. The majority of families live in the apartment complexes directly across the street and are able to access the school easily. There are many community partners that actively support the campus to fill various needs including but not limited to: supplies, clothing, food, toiletries, tutoring, mentorship, and grounds care/building needs.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): There has been a steady decline in enrollment starting in the 2017-2018 school year. **Root Cause:** There is a decline in affordable housing in the area and there are multiple charter school options available within the zone.

Problem of Practice 2: Families zoned to Shearn attend other HISD and private schools. **Root Cause:** The community perception is that Shearn is not a high quality school.

Student Learning

Student Learning Summary

In the 2020-2021 school year, a majority of students participated in only virtual learning. This led to a dramatic decline in student achievement with only 12% of students performing at the Meets or Masters level on STAAR across all subject areas. Analysis of achievement data shows large gaps in achievement for Hispanic, African-American, and Economically Disadvantaged students. For the 2021-2022 school year, data from the state accountability shows that only 1 out of 14 indicators were met for academic achievement and the campus was not rated in Domain I. Overall, the percentage of students scoring at the masters level in all subjects increased to 20%. 32% of students made a year of growth as measured by TELPAS. For Domain II, 8 out of 10 student groups met their growth targets which led to a scaled score of 79 and a C rating overall. Despite gains in student performance, Shearn Elementary performed well below average in academic achievement and is ranked in the bottom 5 of schools in Houston ISD for Domain I. Due to the under achievement of multiple subgroups, Shearn Elementary will implement a Targeted Improvement Plan for the 22-23 school year focused on improving performance at the Meets and Masters level. Beginning of the year data for 22-23 shows that a majority of students are still performing below grade level.

Student Learning Strengths

When provided effective Tier I instruction, students made significant gains in learning and 8 out of 10 groups met their growth targets in Reading and Math. TEA Accountability data shows that the campus met every 21-22 School Improvement Plan goal.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause:** A lack of effective Tier I instruction in literacy and math, campus wide.

Problem of Practice 2 (Prioritized): Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause:** There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.

Problem of Practice 3 (Prioritized): A majority of students do not read on grade level. **Root Cause:** A lack of consistent and effective phonics instruction in PreK-2nd grade.

Problem of Practice 4 (Prioritized): There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause:** Prior to 2022, there was no implementation of high quality instructional materials.

School Processes & Programs

School Processes & Programs Summary

During the 2021-2022 school year, the campus implemented systems for IAT and RTI for the identification of and support for students with disabilities and exceptional needs. Data for enrollment in Gifted and Talented, Special Education and dyslexia are still significantly lower than average. 3.5% of students are identified has having a disability compared to a national average of 14%. There is a low number of students identified as dyslexic, compared to a national average of 20%. The continued implementation of RTI and IAT processes will help the campus improve in this area.

New systems were created for registration and enrollment, compliance documentation, teacher coaching and development, and student support. While improvement has been made, it will take time to ensure that these systems and processes run effectively and efficiently. Substantial time was invested in evaluating and inventorying of campus resources and materials needed for classrooms and instruction. For the 22-23 school year, the campus will focus on developing a strong leadership team that works collaboratively to implement the school improvement and targeted improvement plans. Professional development for teachers will be aligned to supporting student language acquisition, non-verbal classroom management coaching through TEACH For ALL, and implementing high quality instructional materials through the adoption of Eureka Math. Time, resources, and human capital will be maximized to focus on student learning and academic achievement. The campus principal will implement the Leverage Leadership model of coaching to grow and retain high quality teachers. School wide communication will include the use of Class Dojo and monthly newsletters to communicate with parents, weekly staff newsletters and regular staff and planning meetings. For the 22-23 school year, enrichment opportunities for students will include staff sponsored clubs such as music, gardening, Girl Scouts, and after hours tutoring.

The full time Wraparound Specialist will continue to support family needs through HISD/Houston Food Bank SOUPer Pantry which provides food and other basic needs (e.g. clothing assistance, school supplies, toiletries etc.) to both Shearn families and the larger community and Houston Food Bank's Backpack Buddy Program which provides food every weekend to students struggling with chronic hunger. In addition, the following services are also provided to families and students: mental health and behavior support, counseling, food and rental assistance. The full time bilingual counselor will provide weekly individual or group counseling to students and lead classes in social and emotional learning lessons.

School Processes & Programs Strengths

The wraparound services and counseling programs are strengths to the campus. The new systems and programs created for strategic staffing and implementation of high quality instructional materials will also be a strength.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause:** Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Problem of Practice 2 (Prioritized): There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause:** There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.

Perceptions

Perceptions Summary

Shearn Elementary is in the midst of a culture shift. In the 2021-2022 school year, 65% staff were in their first year at the campus and prior years, there were constant shifts in staffing which impacted culture. For the 2022-2023 school year, high quality teaching staff were retained and new instructional staff were hired. The campus principal provided data about school achievement and need for improvement, highlighting the new strategies and focus for the school year. As of August 2022, there were no classroom teacher vacancies. Returning teachers and staff are proud to be part of the school and are engaged in improvement efforts. They are supportive of the Dual Language school, value bilingual education, and have been receptive to implementing high quality instructional materials in Math. There is support for the school from current parents and surrounding churches and organizations. Parents and guardians are engaged in the school through volunteering activities such as helping teachers with their classrooms and related tasks, organizing events, and fundraising. While parents of enrolled students are supportive and engaged, the community perception is that Shearn is not a high quality campus due to its state accountability data. Many families that live within Shearn's zone send their students to other Houston ISD campuses. Our focus for this school year will be to strengthen community partnerships, increase the number of linked to learning family engagement events, and ensure that every guardian understands their child's academic achievement and how to help them at home. Parent feedback from PTO and conferences shows that parents want to be more engaged in the school and appreciate when teachers use Class Dojo to communicate frequently.

This school year the campus will implement TEACH For All non-verbal management strategies for creating strong positive learning environments for students. As part of this implementation, 15 out of 23 teachers will receive 1:1 weekly coaching from the TEACH program manager and all staff will receive monthly professional development. The campus will continue to utilize Positive Behavior Intervention Systems and focus on highlighting students meeting expectations and providing logical consequences as needed. The counselor will also lead a monthly character trait initiative that will be taught to students through social emotional learning time.

Perceptions Strengths

Returning staff, parents and community members are proud of being part of the school and have provided recent feedback that demonstrates they appreciate and value the direction the school is moving.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): From 2018-2021 there was a high teacher turnover rate. **Root Cause:** A lack of systems of feedback and coaching to support and retain high quality teachers.

Problem of Practice 2 (Prioritized): Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause:** There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Problem of Practice 3 (Prioritized): There are a high number of referrals for preventable behaviors. **Root Cause:** Prior to 2022, there has not been a campus wide classroom

management system.

Priority Problems of Practice

Problem of Practice 8: There has been a steady decline in enrollment starting in the 2017-2018 school year.

Root Cause 8: There is a decline in affordable housing in the area and there are multiple charter school options available within the zone.

Problem of Practice 8 Areas: Demographics

Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills.

Root Cause 1: A lack of effective Tier I instruction in literacy and math, campus wide.

Problem of Practice 1 Areas: Student Learning

Problem of Practice 4: The percentage of students receiving services in special education and dyslexia are well below the national average.

Root Cause 4: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Problem of Practice 4 Areas: School Processes & Programs

Problem of Practice 3: From 2018-2021 there was a high teacher turnover rate.

Root Cause 3: A lack of systems of feedback and coaching to support and retain high quality teachers.

Problem of Practice 3 Areas: Perceptions

Problem of Practice 5: Multiple subgroups have not met their academic achievement targets since 2018.

Root Cause 5: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.

Problem of Practice 5 Areas: Student Learning

Problem of Practice 9: There is a high number of minor behavior incidents being referred to the school counselor and administrators.

Root Cause 9: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.

Problem of Practice 9 Areas: School Processes & Programs

Problem of Practice 7: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning.

Root Cause 7: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Problem of Practice 7 Areas: Perceptions

Problem of Practice 6: A majority of students do not read on grade level.

Root Cause 6: A lack of consistent and effective phonics instruction in PreK-2nd grade.

Problem of Practice 6 Areas: Student Learning

Problem of Practice 10: There are a high number of referrals for preventable behaviors.
Root Cause 10: Prior to 2022, there has not been a campus wide classroom management system.
Problem of Practice 10 Areas: Perceptions

Problem of Practice 2: There is a low percentage of students achieving at the masters level in reading, math, and science.
Root Cause 2: Prior to 2022, there was no implementation of high quality instructional materials.
Problem of Practice 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

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

Goal 1: In grades 3- 5, the percentage of students performing at the meets level or above on STAAR Reading in April 2023 will increase 7 percentage points from 31% to 38%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of literacy teachers will design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Evaluation Data Sources: T-TESS appraisals for dimension 1.1, Teacher lesson plans will demonstrate backwards designed planning for instruction

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive professional development through Houston A+ Challenge on backwards designed methods for planning aligned to grade level TEKS and adjusted to address strengths, gaps an skills of all students (T-TESS Dimension 1.3).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher literacy lesson plans will demonstrate alignment between student learning activities and grade level standards and expectations. **Staff Responsible for Monitoring:** Principal, Teacher Specialists, Literacy Coach **Action Steps:** 1. Create a campus specific scope and sequence aligned to the TEKS and grade level expectations 2. Establish expectations for planning, resources, and strategies 3. Train teachers on understanding their grade level standards and expectations 4. Gradually release teachers to plan using the understanding by design method of planning units. **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $7,604	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.

Measurable Objective 2: 100% of literacy teachers in grades 2-5 will participate in bi-weekly vertical planning sessions.

    Evaluation Data Sources: T-TESS appraisal scores

Strategy 1 Details	**Reviews**			
Strategy 1: Provide 1:1 coaching for literacy teachers focused on T-TESS dimensions 1.1 standards and alignment, 1.2 data and assessment and 1.3 knowledge of students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will demonstrate growth in dimensions 1.1-1.3 on appraisals.
    Staff Responsible for Monitoring: Principal, Teacher Specialist, A+ Literacy Coach
    Action Steps: 1. Set up coaching schedule with literacy teachers
2. establish expectations for cycles of feedback and support
3. monitor coaching and feedback focused on standards/alignment, data and assessment and knowledge of students
 	
    Title I:
2.4
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **Targeted Support Strategy**
    Funding Sources: - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $20,416
	35%			

	0% No Progress 100% Accomplished Continue/Modify ❌ Discontinue			

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Measurable Objective 3: 100% of teachers in grades PK-2 will deliver small group phonics instruction to students daily.

Evaluation Data Sources: Teacher professional development records for Really Great Reading.

HB3 Board Goal

Strategy 1 Details		Reviews			
Strategy 1: Provide professional development, coaching, and feedback on implementing phonics instruction using the Really Great Reading phonics program.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will receive effective phonics instruction and demonstrate growth towards their literacy goals. **Staff Responsible for Monitoring:** Principal, Teacher Specialist, Interventionist **Action Steps:** 1. Ensure all staff have been trained to implement Really Great Reading 2. Plan for utilizing RGR resources in instruction aligned to student need 3. Monitor and provide feedback to teachers on phonics instruction in grades K-2. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math		55%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.
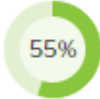
Goal 1: In grades 3- 5, the percentage of students performing at the meets level or above on STAAR Math will increase 7 percentage points from 9% to 16%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of math teachers in grades K-5 will implement high quality instructional materials through Eureka Math.

Evaluation Data Sources: Teacher lesson plans will demonstrate implementation of Eureka Math curriculum

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development to all teachers on implementing Eureka Math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher math lesson plans will demonstrate alignment between student learning activities and grade level standards and expectations.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teacher Specialists, Math CIC	55%			
Action Steps: 1. Create a schedule for yearly vertical planning sessions 2. Establish expectations for planning, resources, and strategies 3. Train teachers on understanding the Eureka Math curriculum 4. Provide weekly coaching and feedback on Eureka Math implementation and delivery **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.

Student Learning

Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Measurable Objective 2: 100% of math teachers in grades 2-5 will participate in bi-weekly vertical planning sessions.

    Evaluation Data Sources: Teacher attendance records for professional development cohort.

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Participate in campus vertical planning and professional development with the campus implementation coach for Eureka Math.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teacher math lesson plans and instruction will reflect strategies and resources taught in Eureka Math professional development.
     Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Implementation Coach
     Action Steps: 1. Identify professional development and planning dates
 2. Revise the master schedule to allow for vertical planning for 2-5 math teachers
 3. Plan, prepare, and lead professional development for Eureka Math.
 4. Evaluate teacher lesson plans and instruction on fidelity of implementation of Eureka Math
 	
     TEA Priorities:
     Recruit, support, retain teachers and principals, Build a foundation of reading and math
    - **Targeted Support Strategy**
	50%			

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

Measurable Objective 2 Problems of Practice:

Student Learning

Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Measurable Objective 3: 100% of students in grades 4 and 5 that did not meet expectations on STAAR Math in 2022, will receive pullout intervention and in class support 3x/week.

Evaluation Data Sources: Student formative assessment data, TEA interim data, intervention schedules

Strategy 1 Details		Reviews			
Strategy 1: Interventionists will strategically provide pullout intervention and in class support to 4th and 5th graders in Math to improve foundational skills.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: students in grades 4-5 that did not meet on STAAR Math in 2022, will perform at the approaches, meets or masters level in 2023. **Staff Responsible for Monitoring:** Principal, Teacher Specialist, Teacher Interventionist, Academic Tutors **Action Steps:** 1. conduct beginning of the year testing 2. identify students that did not meet on STAAR Math 2022 3. create intervention and push in schedules 4. conduct formative assessments to evaluate efficacy of intervention **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math		15%			
0% No Progress	100% Accomplished	Continue/Modify		✖ Discontinue	

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.
School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

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

Goal 1: The percentage of students that achieve meets grade level or above on STAAR in 2023, as measured in Domain 1 of the state accountability system, will increase from 20% to 27%.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of teachers and students in grades 3-5 will track and monitor student progress towards individual STAAR goals with data trackers.

Evaluation Data Sources: Data trackers will demonstrate tracking of student progress towards STAAR goals as measured by district and school assessments.

Strategy 1 Details	Reviews			
Strategy 1: Growth trackers that include individual student goals will be implemented in grades 3-5 and updated regularly on the school share point drive. Students will track and reflect on their progress using individual trackers.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Data tracking will indicate students making progress towards their STAAR goals. **Staff Responsible for Monitoring:** Principal, Teacher Specialist **Action Steps:** 1. Create growth trackers using the state accountability Domain II expected growth formulas 2. Teachers will input student assessment data 3. Teachers will meet during PLCs to evaluate student progress towards goals 4. Teachers will use data to adjust instruction **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 2: 100% of Tier 2 and Tier 3 students will engage in computer based literacy and math intervention programs daily.

    Evaluation Data Sources: Zearn, Imagine Learning, Imagine Math, and Freckle usage and progress data.

    HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all Tier 2 and Tier 3 students engage in Zearn Math, Imagine Learning and Freckle for 60-90 minutes weekly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Usage and progress data will show student growth towards their reading and math goals.
    Staff Responsible for Monitoring: Classroom teachers, Teacher Specialist, Teacher Interventionist
    Action Steps: 1. Ensure every classroom has the appropriate technology and access to programs.
2. Identify in the instructional schedule where students will engage in utilizing the programs
3. Implement and monitor usage and progress.
 	
    Title I:
    2.6
    - **TEA Priorities:**
Build a foundation of reading and math
	15%			

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

Measurable Objective 3: 100% of students that did not achieve approaches grade level in reading and math, will receive intervention in addition to the hours required under HB4545.

    Evaluation Data Sources: Monthly data meetings, intervention schedules, push-in and pull-out tutors

Strategy 1 Details	Reviews			
Strategy 1: Use pullout intervention to provide small group individualized instruction to students in reading and math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Progress monitoring will demonstrate student growth towards STAAR reading and math goals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Interventionist, Hourlies **Action Steps:** 1. identify students needing intervention 2. group students into interventions based on area of need 3. implement a pullout intervention schedule that does not impact Tier 1 instruction 4. provide interventions on a consistent basis **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	15%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.
School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: The number of subgroups meeting their academic achievement targets in Domain III will increase from 1 to 2 as measured by STAAR.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of literacy teachers, interventionist and tutors, and Special Education teacher, will be trained to provide effective phonics instruction.

Evaluation Data Sources: Professional development attendance and training certificates.

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement the Really Great Reading phonics in small group for students on reading levels A-E.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate growth in reading as measured by the universal screener	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Specialist, Interventionist, Classroom teachers **Action Steps:** 1. Set up professional development for staff 2. model effective phonics instruction 3. provide ongoing coaching and feedback to teachers on effective phonics instruction **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	55%			

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Measurable Objective 2: 100% of teachers will implement consistent student data tracking systems across classrooms in grade Pk-5.

Evaluation Data Sources: Teacher data trackers on school shared drive.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize a common data tracking system to track student progress towards their goals and adjust instruction and intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate consistent progress towards their goals in literacy and math.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom teachers, interventionist, Teacher specialist. **Action Steps:** 1. Establish school wide expectations for data collection and tracking 2. Establish a common data tracker for each grade level/subject 3. Ensure consistent data tracking as assessments are given 4. Create a cycle of data dives for teachers to look at student data and adjust their instruction **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	20%			

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

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Measurable Objective 3: All teachers in grades Prek -1st grade will receive professional development on best practices to support language acquisition in order to increase the percentage of students making one year of growth on TELPAS from 32% to 36%.

Evaluation Data Sources: Professional development attendance logs

Strategy 1 Details		Reviews		
Strategy 1: Provide professional development dual language training sessions through Mercuri Educational Consultants.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Teachers will implement professional development in their instruction so that students make 1 year of growth as measured by TELPAS. **Staff Responsible for Monitoring:** Teacher specialist, literacy coach **Action Steps:** 1. create a schedule for year long professional development aligned to the TELPAS proficiency areas 2. provide coverage for teachers to receive feedback and engage in professional development 3. evaluate implementation of feedback on student learning outcomes **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **Targeted Support Strategy**		**Nov**	**Jan**	**Mar**	**June**
		30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: The student attendance rate will increase from 90.8% to 95%.

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

Measurable Objective 1: 100% of classroom teachers will identify and track students with excessive absences and tardies.

Evaluation Data Sources: Teacher-parent communication logs, including class dojo. student assistance data through PURPLE

Strategy 1 Details	Reviews			
Strategy 1: Teachers will call or send class dojo messages to parents daily when their students are absent and submit student assistance forms for frequently absent students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Consistent teacher-parent communication will identify family challenges and improve student attendance. **Staff Responsible for Monitoring:** Classroom teachers, school information representative, wraparound specialist **Action Steps:** 1. set expectations for follow up of absent students with teachers 2. make sure all parents are connected on class dojo 3. monitor that teachers communicate with parents daily when students are absent. **TEA Priorities:** Improve low-performing schools	15%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 2: The wraparound specialist will use the PURPLE system to track weekly student attendance and provide resources and intervention to students with 5 or more absences.

Evaluation Data Sources: Student attendance data from PURPLE.

Strategy 1 Details	Reviews			
Strategy 1: The wraparound specialist will work with the school information representative (SIR) to connect students and their families with chronic absenteeism resources that meet their needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: With support from the wraparound specialist, the attendance rate of students with chronic absenteeism will improve. **Staff Responsible for Monitoring:** School Information Representative, Wraparound Specialist, Classroom Teachers. **Action Steps:** 1. create a system between wraparound specialist and SIR to identify students with chronic absenteeism 2. set up parent conferences for students 3. identify family needs to promote better attendance 4. connect family to specific resources 5. make home visits as needed **TEA Priorities:** Improve low-performing schools	25%			
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Measurable Objective 3: 100% of students arriving to school after 7:45 will be entered through the raptor system so that the front office can monitor and identify students needing attendance support.

Evaluation Data Sources: Weekly student attendance data and raptor entries.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that 100% of students arriving after 7:45 sign in at the front office daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus staff and classroom teachers will be able to monitor patterns in tardies and use the data collected to follow up with parents.	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Front office clerk, SIR, Classroom teachers

Action Steps: 1. enter all student information on the raptor system
2. communicate arrival and tardy information to parents and teachers
3. ensure the front office clerk's daily duties include tardy slips
4. sign all students in through the raptor system after 7:45 daily
5. run weekly reports to identify frequently tardy students and follow up with parents.

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

60%

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Measurable Objective 3 Problems of Practice:

Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. **Root Cause**: There is a decline in affordable housing in the area and there are multiple charter school options available within the zone.
Student Learning
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: 100% of classroom teachers will implement non-verbal classroom management techniques to decrease the number of discipline referrals by 25%

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

Measurable Objective 1: 100% of teachers will receive TEACH professional development on non-verbal classroom management techniques for maximizing instructional time and decreasing disruptions.

Evaluation Data Sources: TEACH observations, Classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development teachers on non-verbal management and PBIS systems in their classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be a 25% reduction in Tier I and Tier II unwanted behaviors during instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Specialists, School Counselor	45%			
Action Steps: 1. Establish school wide expectations for behavior management plans 2. train teachers on implementing PBIS management plans 3. ensure class dojo is only used for positive reinforcement 4. provide feedback to teachers on behavior management strategies implemented in the classroom. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - $20,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.
Perceptions
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Measurable Objective 2: 85% of classroom teachers will receive weekly individual coaching on classroom management.

Evaluation Data Sources: Classroom observations, T-TESS appraisal observations

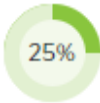| Strategy 1 Details			Reviews		
Strategy 1: All teachers will be trained and implement TEACH non verbal management strategies and will receive weekly coaching and feedback on classroom management.			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Daily and consistent implementation of TEACH strategies will reduce the number of classroom disruptions due to misbehavior. **Staff Responsible for Monitoring:** Classroom Teachers, School Counselor, TEACH Program manager, Principal **Action Steps:** 1. set up PD to train all teachers on TEACH For All strategies 2. model strategies in classrooms 3. implement with fidelity 4. provide feedback to teachers on their implementation of TEACH strategies, weekly 5. evaluate the program's effectiveness on reducing in classroom disruptions due to behavior. **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools		50%			
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue	

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.
Perceptions
Problem of Practice 1: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers.
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Measurable Objective 3: 100% of students needing Tier II and Tier III behavior support will be offered on campus counseling.

Evaluation Data Sources: Counseling logs and improvement in student behavior.

Strategy 1 Details	Reviews			
Strategy 1: Students with recurring Tier II and Tier III behaviors will be provided counseling with a behavioral specialist.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students needing behavior support will learn strategies for communicating feelings appropriately.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound specialist, counselor, behavior specialist **Action Steps:** 1. Meet as a team to identify students needing behavior support. 2. meet with parents to offer counseling services 3. set up a schedule for the behavioral specialist to meet with students 4. monitor student progress **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	25%			

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

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.
Perceptions
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: The number of Tier I and II behavior incidents in classrooms will reduce by 50%.

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

Measurable Objective 1: Decrease the number of in and out of school suspensions by 50%.

Evaluation Data Sources: Referral and suspension data.

Strategy 1 Details	Reviews			
Strategy 1: Provide training to teachers on how to communicate, deescalate and intervene early with students who may present signs of behavior challenges.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced number of student referrals. **Staff Responsible for Monitoring:** Counselor, Wraparound specialist, Classroom teachers **Action Steps:** 1. train teachers on effective classroom management techniques to prevent behavior issues 2. provide regular feedback to teachers on their classroom management practices as well on classroom culture 3. train teachers on how to deescalate conflict when it occurs in the classroom. 4. monitor and evaluate referral process **TEA Priorities:** Recruit, support, retain teachers and principals	25%			

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

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.
Perceptions
Problem of Practice 1: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers.

Perceptions
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Measurable Objective 2: Increase implementation of tiered intervention and PBIS in every grade level to 100%.

Evaluation Data Sources: Discipline data, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Train teachers to use discipline strategies and positive reinforcement to reduce and prevent student misbehavior.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Behavior referrals will decrease with the implementation of tiered behavior intervention supports. **Staff Responsible for Monitoring:** Counselor, Classroom teachers, school leadership **Action Steps:** 1. establish expectations for behavior management campus wide 2. implement a positive behavior intervention system 3. implement tiered intervention strategies to support students with behavior needs 4. monitor and evaluate implementation across classrooms. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools	20%			

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

Measurable Objective 2 Problems of Practice:
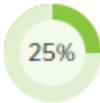
School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.
Perceptions
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Measurable Objective 3: Increase percentage of teachers rated proficient or accomplished in the Learning Environment Domain as measured by T-TESS.

Evaluation Data Sources: Teacher T-TESS appraisal data, classroom observations.

Strategy 1 Details	Reviews			
Strategy 1: Provide individual coaching and feedback to teachers on their classroom culture and environment, weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistent feedback will provide teachers with clear strategies for improving their classroom culture and promoting a positive classroom environment.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Teacher Specialist, School Leadership **Action Steps:** 1. train teachers on effective positive classroom culture strategies 2. ensure that counselor schedule reflects daily classroom walkthroughs 3. provide consistent feedback to teachers on their classroom culture and environment **TEA Priorities:** Recruit, support, retain teachers and principals	25%			

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

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.

Perceptions
Problem of Practice 1: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers.
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.
Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: The number of students receiving special education services will increase by 25%.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase the effectiveness in identifying students needing Special Education instructional setting by 5%.

Strategy 1 Details		Reviews			
Strategy 1: Implement consistent tracking system for referral, identification and special Ed, 504 and IAT services.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear systems of referral and assessment will lead to more students being identified as needing special education instruction.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Education Char, School Leadership, Classroom teachers		20%			
Action Steps: 1. establish a clear referral system at the campus level 2. use district screener and assessment tools to identify students needing additional support 3. use the IAT process to provide intervention 4. follow the district and state guidelines for evaluation as needed **TEA Priorities:** Improve low-performing schools					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide.
School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Measurable Objective 2: Increase student achievement levels for students with dyslexia and reading difficulty by 10%.

Evaluation Data Sources: student assessment data (screener, snapshots, running records).

Strategy 1 Details	Reviews			
Strategy 1: Ensure that the teacher interventionist and special education teacher are trained and provide dyslexia intervention to identified students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: students will demonstrate growth in literacy and math as measured by running records, the universal screener, and other assessments. **Staff Responsible for Monitoring:** IAT coordinator, Special Education Chair, Classroom teachers. **Action Steps:** 1. establish a clear referral system at the campus level 2. use district screener and assessment tools to identify students that my have dyslexia 3. follow the district and state guidelines for evaluation as needed 4. provide services to all students needing academic intervention **TEA Priorities:** Improve low-performing schools	30%			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Measurable Objective 2 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.

Measurable Objective 3: Increase the percentage of teachers rated proficient or better in differentiation by 10%.

    Evaluation Data Sources: Teacher appraisal data in the area of differentiation

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development through teacher specialist and Intervention team to ensure teachers are trained in providing small group instruction to students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Tier III students will demonstrate growth towards grade level standards				

Staff Responsible for Monitoring: Interventionist, District intervention coaching team, Classroom teachers, School leadership

Action Steps: 1. set up a professional development and coaching plan with A+/campus Math coach
2. connect each teacher with coaching support
3.train teachers on best practices for small group instruction
4. provide ongoing monitoring, feedback, and evaluation to teachers implementing small group instruction

TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools

25%

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✗ **Discontinue**

Measurable Objective 3 Problems of Practice:

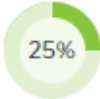| Student Learning |
|---|
| **Problem of Practice 1**: Students in grades 1-5 have not mastered grade level pre-requisite skills. **Root Cause**: A lack of effective Tier I instruction in literacy and math, campus wide. |
| **Problem of Practice 2**: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies. |
| **Problem of Practice 4**: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials. |
| Perceptions |
| **Problem of Practice 1**: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers. |

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: At the end of the 2022-2023 school year, 100% of special populations will make one year of growth in reading and math as measured by STAAR/Renaissance 360.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of at-risk students needing addition academic, social emotional, or behavioral support will be matched with a mentor or counselor.

Evaluation Data Sources: mentorship and counseling logs, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Provide mentorship opportunities through established community partners to students at risk.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Mentorship will help promote positive student growth and development not only academically but also social/emotionally.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor, Wraparound Specialist **Action Steps:** 1. identify at risk students that are candidates for mentorship 2. work with community partners to establish a mentorship match between student and community partner 3. create a regular schedule for students to engage with their mentors 4. monitor and evaluate student impact as a result of mentorship. **TEA Priorities:** Improve low-performing schools	25%			

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

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. **Root Cause**: There is a decline in affordable housing in the area and there are multiple charter school options available within the zone.

Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 2: 100% of classrooms will implement project based learning for their gifted and talented students.

Evaluation Data Sources: Classroom observation, academic data for gifted and talented students

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement project based learning through the Texas Performance Standards Project to engage GT students in higher level thinking learning activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: GT students will demonstrate expected or accelerated growth on end of year assessments. **Staff Responsible for Monitoring:** Appraisers, Classroom teachers **Action Steps:** 1. ensure that there is a school wide system for identifying GT students 2. train teachers on best practices for differentiating for GT students through project based learning 3. provide the resources and materials needed to implement project based learning in the classroom 4. monitor and evaluate learning activities that GT students are engaged in during classroom observations **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math	0%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Measurable Objective 3: 100% of teachers will be trained on implementing best practices for sheltered instruction.

Evaluation Data Sources: Professional development attendance and certificates

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers have adequate training on supporting English language learners in their classrooms through professional development (multilingual department at HISD).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will know how to implement strategies and supports in their classrooms that will allow ELL students to access the content and skills being taught in the classroom. **Staff Responsible for Monitoring:** Teacher Specialist, Classroom teachers **Action Steps:** 1. establish a calendar for professional development that includes sheltered instruction for all teachers 2. train teachers on best practices to support EBs focusing on one or two high impact strategies 3. monitor and evaluate instruction **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	20%			

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

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Multiple subgroups have not met their academic achievement targets since 2018. **Root Cause**: There has been significant instability in the teaching staff from 2018-2021, with multiple mid-year vacancies.
Problem of Practice 3: A majority of students do not read on grade level. **Root Cause**: A lack of consistent and effective phonics instruction in PreK-2nd grade.
Problem of Practice 4: There is a low percentage of students achieving at the masters level in reading, math, and science. **Root Cause**: Prior to 2022, there was no implementation of high quality instructional materials.

Perceptions
Problem of Practice 1: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers.

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: Increase the opportunities for parents to engage in events linked to learning and academics from 1 event to 3 (reading, math and science).

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: Increase relational partnerships between families and teachers/school so that the Parent Teacher Organization membership increases by 50%.

Evaluation Data Sources: Parent attendance data for school wide events, PTO meetings, Head Start workshops and FACE events.

Strategy 1 Details	Reviews			
Strategy 1: Implement academic parent teacher teams to build relationships between the teacher and family and provide resources to families to support their students at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: student achievement levels will increase due to parent engagement **Staff Responsible for Monitoring:** Principal, Classroom Teachers **Action Steps:** 1. establish a school wide system for opportunities for parents to engage 2. train teachers on communicating student academic needs to parents 3. provide times for parents to learn how to interpret student academic data and how to support their child at home 4. follow up with teachers and families to see the impact on student achievement and school culture **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	35%			
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Measurable Objective 1 Problems of Practice:

Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 2: Improve school wide communication by creating monthly parent newsletters and updating Class Dojo with information and resources weekly.

Evaluation Data Sources: Engagement on class class dojo, school website, and twitter.

Strategy 1 Details		Reviews		
Strategy 1: Utilize class dojo weekly to communicate more frequently and accessibly to parents.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Parents will have easier access to engaging in the school community and providing feedback	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal	15%			
Action Steps: 1. ensure all families are connected to class class dojo 2. evaluate prior communication practices and family needs 3.consistently communicate important information to families regarding (calendar, engagement opportunities, resources, and their child's academic progress) 4. survey families to gather feedback for improvement. **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: There has been a steady decline in enrollment starting in the 2017-2018 school year. **Root Cause**: There is a decline in affordable housing in the area and there are multiple charter school options available within the zone.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 3: 100% of classroom teachers will submit student assistance forms to the Wraparound Specialist and Counselor for students and families needing support.

Evaluation Data Sources: Student assistance form data (number of families connected to resources after referral)

Strategy 1 Details	Reviews			
Strategy 1: Conduct weekly Student At the Center (SATC) collaboration meetings between wraparound specialist, counselor, school principal to establish systems for tracking support services and secure any necessary feedback.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in number of students and families connected to wraparound services and counseling. **Staff Responsible for Monitoring:** Wraparound specialist, Counselor, Principal **Action Steps:** 1. embed SATC meetings into weekly leadership meetings 2. meet with the team to assess student needs and resources provided 3. evaluate community partnerships and connected resources 4. monitor the impact of the system to ensure that families needs are being met. **TEA Priorities:** Recruit, support, retain teachers and principals	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 1: The percentage of students receiving services in special education and dyslexia are well below the national average. **Root Cause**: Prior to 2021, there have not been consistent systems and processes related to the identification of and support for students receiving special education services or dyslexia intervention.
Perceptions
Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Measurable Objective 4: Increase retention of effective classroom teachers from 69% to 80% to build campus culture and consistency.

   Evaluation Data Sources: Number of bilingual staff returning for the 23-24 school year as compared to previous years.

Strategy 1 Details	Reviews			
Strategy 1: Hire and retain bilingual staff to assist parents in every aspect of the school system: enrollment, programs, student academic assistance and wraparound services.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in bilingual staff available to support parents will increase parent engagement. **Staff Responsible for Monitoring:** Principal **Action Steps:** 1. recruit highly effective bilingual staff with experience supporting Title 1 populations 2. utilize professional development and coaching opportunities to retain highly effective bilingual staff 3. develop and grow current bilingual staff members **TEA Priorities:** Recruit, support, retain teachers and principals	15%			

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

Measurable Objective 4 Problems of Practice:

Perceptions
Problem of Practice 1: From 2018-2021 there was a high teacher turnover rate. **Root Cause**: A lack of systems of feedback and coaching to support and retain high quality teachers.

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

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE:
Estimated number of students to be screened:
Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

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, 2022.

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.

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, 2022.

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.

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, 2022.

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.

Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

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.

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 2022-2023.

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.

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:

Board Goal 5: N/A - Additional Campus Goals

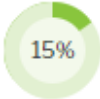**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will meet 100% of the Coordinated School Health Program deadlines and requirements 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: Increase the number of students receiving vision/hearing screening by 10%.

Evaluation Data Sources: Vision and hearing screening logs

Strategy 1 Details		Reviews		
Strategy 1: To measure and keep ongoing track of student vision and hearing needs.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Early identification of students needing hearing or vision support will allow the nurse to connect students with the resources needed.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Nurse **Action Steps:** 1. Establish a screening calendar 2. communicate the plan to staff 3. screen students 4. follow up and refer as needed.	15%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Measurable Objective 2: Increase student participation in Fitnessgram and screening for diabetes prevention by 10%.

Evaluation Data Sources: Fitnessgram screening records.

Strategy 1 Details	Reviews			
Strategy 1: To measure and keep ongoing track of changes in students' fitness levels using FitnessGram framework, students in grades 1, 3, and 5 are screened for Acanthosis Nigricans and referred to diabetes evaluation with health provider or community clinic.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improvement in student fitness levels and early identification of students with diabetes. **Staff Responsible for Monitoring:** Nurse, School Leadership **Action Steps:** 1. Establish a screening calendar 2. communicate the plan to staff 3. screen students 4. follow up and refer as needed.	30%			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Measurable Objective 3: Ensure 100% of students needing mental health support have access to on site counseling.

    Evaluation Data Sources: Counseling logs and improvement in student health and well-being.

Strategy 1 Details	Reviews			
Strategy 1: Provide on campus mental health counseling to identified students through DePelchin.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate improvement in their mental health.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Wraparound Specialist, School Counselor **Action Steps:** 1. establish partnership with DePelchin 2. identify students needing mental health counseling through counselor and teacher referral 3. obtain parent consent for counseling 4. provide counseling to students on campus **TEA Priorities:** Improve low-performing schools	25%			
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 2: There is a high number of minor behavior incidents being referred to the school counselor and administrators. **Root Cause**: There has not been a consistent campus wide management system implemented across all classrooms prior to 2022.

Perceptions

Problem of Practice 2: Parents and guardians are engaged in the school community but not always in ways that directly impact student achievement or learning. **Root Cause**: There is a lack of processes and programs in place to communicate student academic needs and progress to parents.

Problem of Practice 3: There are a high number of referrals for preventable behaviors. **Root Cause**: Prior to 2022, there has not been a campus wide classroom management system.

State Compensatory

Budget for 239 Shearn Elementary School

Total SCE Funds: $100,016.00
Total FTEs Funded by SCE: 3.6
Brief Description of SCE Services and/or Programs

SCE funds will be used to provide direct supplemental instructional services to At-risk students.

Personnel for 239 Shearn Elementary School

Name	Position	FTE
Drosche, Dusty	Tchr, ESL	1
Garaza, Amparan	Tchr, Bilingual	0.3
Garcia, Johanna	Academic Tutor, Hrly	1
Gomez, Jose	Lecturer, Hrly	1
Sanchez, Erica	Tchr, ESL	0.3

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) at this campus was developed by the campus leadership team and staff with feedback from parents and community members.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders were involved with the development of this plan in the following ways:

- identifying problems of practice and root causes
- creating and revising campus wide objectives and strategies
- approving new programs and support for the 22-23 school year.

Feedback from stakeholders was gathered through PTO meetings, grade level meetings and SDMC meetings over the course of the 21-22 school year and into the summer through the development of this plan.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title 1 occur in addition to the formative reviews required by this improvement plan. At our campus. regular monitoring of the implementation of strategies and students' progress includes:

- weekly data analysis meetings with the campus data specialist and teachers
- daily informal classroom observations
- evaluation of informal and formal appraisal data

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

The SIP is available to parents in the following locations:

- on the school website houstonisd.org/shearnes
- in the main office

The SIP was made available to parents by:

- the school website

We provide the SIP to parents in the following languages:

- English

2.4: Opportunities for all children to meet State standards

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

- implementation of high quality instructional materials through the adoption of Eureka
- after school and within the school day intervention and tutoring

2.5: Increased learning time and well-rounded education

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

- campus wide management strategies that maximize instructional time
- built in intervention
- push in support in Reading and Math in 4th and 5th grade

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

An important campus focus is on school wide reform strategies that provide opportunities for all students, particularly those that are at-risk. Strategies for supporting these students to meet expectations on state assessments include:

- building teacher capacity in their content areas and in sheltered instruction
- bi- weekly content planning sessions
- implementation of rigorous curriculum
- small group instruction and intervention based on student needs

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The SDMC and campus leadership team annually evaluate the school wide plan and provide feedback on next steps for school improvement.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals assisted with the development of the Parent and Family Engagement Policy:

- Parent: Melissa Jones
- Interventionist: Elizabeth Rodgers
- Community Member: Jaime Obando
- Administrator: Peta Douglas

- Wraparound Specialist: Laura Peters
- Counselor: Fredy Gonzalez

The PFE was distributed:

- on the school website

The languages in which the PFE was distributed include:

- English

4.2: Offer flexible number of parent involvement meetings

The campus provided four Title 1 parent meetings at the dates listed below:

- Meeting #1: September 15, 2022
- Meeting #1 Alternate: September 12, 2022
- Meeting #2: October 12, 2022
- Meeting #2 Alternate: October 13, 2022
- Meeting #3: November 9, 2022
- Meeting #3 Alternate: November 10, 2022
- Meeting #4: December 15, 2022
- Meeting #4 Alternate: December 16, 2022

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Vacancy	Teacher, Class Size Reduction Gen- Title	ESL	100%

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Peta Douglas	Principal
Classroom Teacher	Maria Duarte De Gonzalez	Teacher
Classroom Teacher	Khalidah Muhammad	Teacher
Community Representative	Anahir Nada	Community Member
Business Representative	Kathleen Yarborough	Business Representative
Non-classroom Professional	Nydia Chavez	Non-instructional professional
Classroom Teacher	Estefany Quintanilla	Teacher
Parent	Melissa Jones	Parent
Community Representative	Jaime Obando	Community Member
Classroom Teacher	Christian Guerrero	Special Education Teacher
Parent	Sherry Walker	Parent
Non-classroom Professional	Amelia Brown	non-instructional staff member

Campus Funding Summary

				2110000000 - Title 1 Basic Programs		
Board Goal	**Goal**	**Measurable Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	1		6200 - Contracted Services	$7,604.00
1	1	2	1		6200 - Contracted Services	$20,416.00
5	2	1	1		6200 - Contracted Services	$20,000.00
					Sub-Total	$48,020.00