

Houston Independent School District

353 St. George Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Mission Statement

The School at St. George Place empowers individuals to become internationally minded, life-long learners through challenging, inquiry-based learning experiences that connect to the world around us. As a community, we embrace developing knowledgeable, compassionate, and open-minded thinkers inspired to take purposeful action in our global community.

Value Statement

We value developing knowledgeable, open-minded thinkers who take action to make the world a better place. The School at St. George Place models teaching and learning practices based on the following beliefs:

- A respectful environment where all students are physically and emotionally safe is essential in developing the whole child.
- Children learn best when challenged and given opportunities make thinking visible in a variety of ways.
- Meaningful authentic learning experiences are the foundation for life-long learning.
- Reflective questioning helps students gain a deeper understanding of their learning and themselves.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the School at St. George Place we are an incredibly diverse school community. We are an International Baccalaureate PYP that serve approximately 800 students from over 40 different countries. Our student demographic breakdown is 37% Hispanic, 18% Asian, 18% African American, 22% White, 5% Two or More. 9% of our students are SPED, we have 53% students identified as Economically Disadvantaged, 34% ESL, and 12% Gifted and Talented (GT). We have a very supportive parent base and PTO who look to support our students and staff with resources and volunteers to meet campus needs

Demographics Strengths

The international nature of our campus provides students opportunities to engage with and process multiple perspectives. This also promotes discussion, collaborative and project based learning, and the need for plentiful opportunities for students to engage in literacy activities of Reading, Writing, Listening and Speaking. This also highlights the IB learner profile traits of being communicators and being reflective. The diversity of our student body promotes framing learning through a variety of perspectives and the synthesis process for our students promotes rigor in the classroom.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Problem of Practice 1: Closer inspection of TEA accountability data indicates that SGP should focus on: (1) increasing the percentage of 3rd, 4th, and 5th grade limited English proficient students who meet the standard on the STAAR reading test. Our ESL students are achieving 56% meets standard on Reading STAAR compared to 70% of non-ESL students. **Root Cause:** Our ESL students have lower rates of attendance than our non-ESL students. Additionally our balanced literacy plan and language policy do not specifically address the needs of our ESL Learners. Additional time, support and best instructional practices targeting the needs of ESL students will be needed to close the achievement gap.

Problem of Practice 2 (Prioritized): We have had a large increase in high mobility students enroll for the 2022-2023, which has increased our students requiring SPED services and tier 3 interventions. The proper leveraging of our resources (personnel and financial) to meet these needs **Root Cause:** High mobility students have had lower rates of attendance which has led to gaps in learning and the requirement for additional time and support.

Student Learning

Student Learning Summary

During the Spring 2022 STAAR testing window 85% of students scored approaches, 59% of students scored meets, and 39% of students scored at the masters level across all content areas. This is a double digit % increase since the 2020-2021 testing window highlighting mitigation and closing the gaps of learning loss from the prior year. At the EOY Ren360 formative assessment tests greater than 75% of students were scoring at or above grade level. The % of students who were scoring at urgent intervention decreased by more than 20% during the 2021-2022 school year over the prior year.

Student Learning Strengths

During the 2021-2022 school year 5th grade showed an increase in the percent of students scoring at the mastery level for reading and math. During the 2021-2022 school year 99% of 5th graders met or exceeded their STAAR progress measure. 40% of 3rd-5th grade students scored Masters on the STAAR Reading exam.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Due to the focus on digital learning during the 2020-2021 school year, as well as instructional time lost during the pandemic, there are learning gaps in foundational skills in Math, leading to lower scores in 3rd grade math during the 2021-2022 school year. **Root Cause:** There was a lack of paper and pencil and writing during the 2020-2021 school year and pandemic, as well as lost instructional time due to quarantining and virtual learning. Students will need additional time and targeted support to close the learning gaps.

School Processes & Programs

School Processes & Programs Summary

We are a mature International Baccalaureate world school with dedicated teachers and supportive families. We are committed to effectuating our IB program with fidelity and developing students in the mold of the IB Learner profile. We coordinate targeted IB planning throughout the school year. This is an opportunity for our teachers to plan engaging units within the IB framework with the support of our IB coordinator. Professional Development and service days are focused around developing instruction aligned with the enhanced IB standards and practices.

School Processes & Programs Strengths

We have a robust number of experienced IB educators who are skilled in effectuating a world class education for their students. Student learning activities are aligned to units of inquiry and students are regularly supported in having agency over their learning and taking action in the world around them.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): To ensure that we have a continuity of our academic program, we need strong planning systems as well as continuity in professional development ensuring all teachers are IB trained and able to effectuate the program with fidelity. **Root Cause:** There has been increased staff turnover following the pandemic and many teachers were not IB trained.

Perceptions

Perceptions Summary

The School at St. George Place has an Educational Philosophy built around the tenets of the IB. We value developing knowledgeable, open-minded thinkers who take action to make the world a better place. The School at St. George Place models teaching and learning practices based on the following beliefs: A respectful environment where all students are physically and emotionally safe is essential in developing the whole child. Children learn best when challenged and given opportunities make thinking visible in a variety of ways. Meaningful authentic learning experiences are the foundation for life-long learning. Reflective questioning helps students gain a deeper understanding of their learning and themselves.

Perceptions Strengths

Based on a FACE survey from 2022, families feel very satisfied with the school and their child's teacher. Families expressed satisfaction with the quality of education that their child is receiving as well as safety and openness to the dual dialogue between families and the school.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Many families are not aware of the key components of an IB education and how it is differentiated from a traditional public school. **Root Cause:** In the past we have not held "IB nights" and other informational events that promote the differentiation of the learning experiences that our students will receive as well as the Learner Profile.

Priority Problems of Practice

Problem of Practice 1: Problem of Practice 1: Closer inspection of TEA accountability data indicates that SGP should focus on: (1) increasing the percentage of 3rd, 4th, and 5th grade limited English proficient students who meet the standard on the STAAR reading test. Our ESL students are achieving 56% meets standard on Reading STAAR compared to 70% of non-ESL students.

Root Cause 1: Our ESL students have lower rates of attendance than our non-ESL students. Additionally our balanced literacy plan and language policy do not specifically address the needs of our ESL Learners. Additional time, support and best instructional practices targeting the needs of ESL students will be needed to close the achievement gap.

Problem of Practice 1 Areas: Demographics

Problem of Practice 2: Due to the focus on digital learning during the 2020-2021 school year, as well as instructional time lost during the pandemic, there are learning gaps in foundational skills in Math, leading to lower scores in 3rd grade math during the 2021-2022 school year.

Root Cause 2: There was a lack of paper and pencil and writing during the 2020-2021 school year and pandemic, as well as lost instructional time due to quarantining and virtual learning. Students will need additional time and targeted support to close the learning gaps.

Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: To ensure that we have a continuity of our academic program, we need strong planning systems as well as continuity in professional development ensuring all teachers are IB trained and able to effectuate the program with fidelity.

Root Cause 3: There has been increased staff turnover following the pandemic and many teachers were not IB trained.

Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: We have had a large increase in high mobility students enroll for the 2022-2023, which has increased our students requiring SPED services and tier 3 interventions. The proper leveraging of our resources (personnel and financial) to meet these needs

Root Cause 4: High mobility students have had lower rates of attendance which has lead to gaps in learning and the requirement for additional time and support.

Problem of Practice 4 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures 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: The percentage of 3rd, 4th, and 5th grade students reading and writing at or above grade level as measured by Meets or Masters on STAAR Reading Language Arts will increase from 68% to 75%.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: To identify and serve 100% of students who need extra reading support with targeted interventions.

Evaluation Data Sources: STAAR, R360, Benchmark Running Records, High Frequency Word Evaluations, CIRCLE

Strategy 1 Details	Reviews			
<p>Strategy 1: Analyze data to identify who would benefit from Tier II & III interventions.</p> <p>Strategy's Expected Result/Impact: All students will show growth as measured by Fontas & Pinnell independent reading level.</p> <p>Staff Responsible for Monitoring: Alex Hauser, Ranya Zakhour, Roxanne Hrar, Classroom Teachers</p> <p>Action Steps: 1. Review EOY data to identify students requiring immediate Tier III interventions. 2. Analyze BOY data to establish Tier II & III intervention groups. 3. Continue to analyze data and progress monitoring to reevaluate intervention groups at RTI PLCs.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading Specialists and Teacher Leaders will provide model lessons and/or feedback on reading block to teachers needing support, including all new teachers, to The School at St. George Place.</p> <p>Strategy's Expected Result/Impact: Reading Specialists and Teacher Leaders will support teachers and provide anecdotal observation notes during check-in with admin.</p> <p>Staff Responsible for Monitoring: Alex Hauser, Ranya Zakhour, Katelyn Free</p> <p>Action Steps: : 1. Review Literacy by 3 & The Next Steps Forward in Guided Reading Checklists 2. Schedule informal observation/model lesson with teachers new to SGP 3. Debrief observation/lesson with teachers to identify glows and grows 4. Meet with admin to discuss additional support, if needed 5. Admin walkthroughs and feedback will drive additional coaching opportunities around identified areas of need</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement guided reading in grades PK-5.</p> <p>Strategy's Expected Result/Impact: 1. The percentage of PK students that are proficient at letter names on the EOY CIRCLE assessment will increase from 77% to 85%. 2. The percentage of Kindergarten, 1st and 2nd Grade students that are reading on or above grade level will increase to 75% as measured by EOY running records.</p> <p>Staff Responsible for Monitoring: PK-5 Classroom Teachers, Alex Hauser, Ranya Zakhour, Bethany Goodrich</p> <p>Action Steps: : 1. Reading Specialists will train all K-5 teachers on Scholastic Running Record system and implementation expectations. 2. Identify 100% of students independent and instructional reading levels. 3. Reading Specialists will share guided reading expectations and best practices with PK-5 teachers.</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: MATH: By the end of the 2022-2023 school year, the percentage of our students in 3rd, 4th, and 5th achieving Mastery Level on the STAAR math test will increase from 34% to 40%.


Strategic Priorities:







Expanding Educational Opportunities

Measurable Objective 1: MATH: By the end of the 2022-2023 school year, the percentage of our students in 3rd, 4th, and 5th achieving Mastery Level on the STAAR math test will increase from 34% to 40%.

Evaluation Data Sources: STAAR Performance Data
STAAR Participation Rates

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop a clear understanding of what students have learned through consistent and rigorous formative assessment and then use the data from 100% assessments to inform further instruction.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased alignment of reteaching with student learning gaps</p> <p>Staff Responsible for Monitoring: Teachers Interventionists</p> <p>Action Steps: Common assessments are administered in grades K -5 every 6 weeks. Teachers are trained in creating assessments on OnTrack aligned with STAAR 2.0 online assessment format and question types. Teachers use a backwards design model to create lessons and units. Formative assessments are given on a weekly basis.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Guided Math will be used in 100% of classrooms in grade levels K-5th</p> <p>Strategy's Expected Result/Impact: Guided Math professional development will be provided during August PD as well as frequent follow ups through Learning Walks and collaborative grade level planning to align instruction with guided math components</p> <p>Staff Responsible for Monitoring: Classroom Teachers Patricia McNeil- Math Interventionist Leadership Team</p> <p>Action Steps: Teacher Leaders provide PD for staff in the Fall of 2022 around guided math and workstations. Admin team provides feedback and coaching around guided math beginning in Fall of 2022. Math Committee meets bi-annually to review vertical planning and aligning best practice. Learning walks of Guided Math block utilizing Master/Lead Teacher modelling. Weekly grade level collaborative meetings and at bats to model and align instruction and guided math components.</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure that 100% of teachers are using Zearn and digital resources with fidelity to provide targeted TEKS based skills practice in all content areas.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of student strengths and growth areas. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Leadership Team Patricia McNeil</p> <p>Action Steps: Ensure 100% of teachers receive training during August Preservice. A follow up PLC will provide PD on how to access data and analysis reports in Zearn. Weekly progress and pace report review with Zearn specialist</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

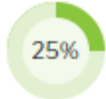
Goal 1: SCHOOL PROGRESS: By the June 2023, the % of 3rd-5th grade students will score Meets on STAAR Reading will increase from 67% to 70%







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: SCHOOL PROGRESS: By the June 2023, 90% of 3rd-5th grade students will meet or exceed their STAAR progress measure on all content areas of the STAAR exam

Evaluation Data Sources: STAAR participation data
STAAR performance data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of students will receive differentiated interventions and learning acceleration based on formative assessment data</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Classroom teachers Reading Interventionist Alexandra Hauser Math Interventionist Patricia McNei</p> <p>Action Steps: Administer formative assessments at checkpoints during each snapshot window. Professional development provided for Data Tracking and Assessment Completion of data analysis and action planning after each assessment building targeted reteach intervention groups.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of students requiring accelerated learning will be identified and receive 30 hours of additional intervention support in alignment with HB4545</p> <p>Strategy's Expected Result/Impact: Improved student achievement Increased educational opportunities</p> <p>Staff Responsible for Monitoring: Classroom teachers Reading Interventionists, Alexandra Hauser and Ranya Zakhour Math Interventionist Patricia McNeil</p> <p>Action Steps: Admin team and teachers will review accelerated learning committee roster in September 2022. Students who did not take STAAR in 2022 will take the HB4545 BOY screener to identify content areas where accelerated learning is required. Accelerated Learning Committees will meet in September to determine accelerated learning plans for all identified students. ALC student data will be monitored during each formative assessment window, and accelerated learning plan adjusted as needed to ensure growth measure is met.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 35%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Differentiated tutorial groups will be provided for 100% of students in grades 3-5</p> <p>Strategy's Expected Result/Impact: Increased student performance on STAAR Decrease in students requiring RTI intervention support</p> <p>Staff Responsible for Monitoring: Classroom Teachers Intervention Teachers Admin Team</p> <p>Action Steps: RTI PLCs held monthly to review student performance levels and differentiate small group instruction. Provide differentiated after school tutorials available to 100% of 3rd-5th graders beginning in October 2022. Student Goal setting conferences will be held at the beginning, middle and end of year to track student progress and build student agency.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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


Goal 1: CLOSING THE GAPS: By June 2023 the % of English Language Learners (ELL) meeting grade level standard on STAAR will increase from 57% to 65% among all content areas







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By June 2023 the % of English Language Learners (ELL) meeting grade level standard on STAAR will increase from 57% to 65% among all content areas

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of first 25 days of reading with fidelity instructional best practices to meet the needs of ESL students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin team Classroom teachers Reading Intervention Teachers</p> <p>Action Steps: Literacy team provides professional development around Lead4ward strategies to promote literacy. Literacy team provides professional development around 1st 15 days of reading during August PD to promote literacy. During Monthly literacy committee meetings, literacy team will work on vertical alignment of ESL instructional strategies.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of classrooms will implement grade level writing standards and writer's workshop components with fidelity.</p> <p>Strategy's Expected Result/Impact: Improved and more aligned grade level writing standards Rubrics created for 100% of writing prompts in IB unit planners</p> <p>Staff Responsible for Monitoring: Classroom Teachers Admin Team IB Coordinator Lauren Kussmaul Assistant Principal Bethany Goodrich</p> <p>Action Steps: PLC meeting to develop writing prompts and rubrics for all writing activities aligned with IB unit of inquiry. Individual PLC to review writing samples for ESL students and next steps for feedback and targeted support. Continued professional development on writing and reflection during IB planning days.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: ED students will be targeted for additional time and support through after school tutorials and Saturday tutorials.</p> <p>Strategy's Expected Result/Impact: Decrease in % of students students requiring accelerated instruction during the 2022-2023 school year required by HB4545</p> <p>Staff Responsible for Monitoring: Teachers Admin Team</p> <p>Action Steps: Identify and track student performance on formative assessments. Assign ED students not meeting standard on formative assessments to additional instruction for after school, Saturday tutorials.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals







Goal 1: ATTENDANCE: By the end of the 2022-2023 school year, the average daily attendance will increase from 92.9 to 96.5

Strategic Priorities:

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

Measurable Objective 1: By the end of the 2022-2023 school year, the average daily attendance will increase from 92.9 to 96.5

Evaluation Data Sources: PEIMS Attendance Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Incorporate referrals to campus support staff including Counselor, Roxane Hrar and Wraparound Specialist, Brenton Livingston to remove barriers to attendance, including counseling, technology access, and health needs.</p> <p>Strategy's Expected Result/Impact: Improved individual and campus attendance Improved student performance</p> <p>Staff Responsible for Monitoring: Admin Team Counselor Roxane Hrar Wraparound Specialist Brenton Livingston</p> <p>Action Steps: Hold weekly Student at the Center Attendance Meetings to monitor student truancy and absenteeism. Completion of Student Assistance Forms for students deemed having excessive absences Hold parent conferences to identify and remove barriers of students with excessive absences.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Phone call and letter sent home to any student who incurs more than 3 consecutive absences. We will also include home visits and wraparound support for our highly absent/truant students.</p> <p>Strategy's Expected Result/Impact: Decrease in students failing to meet promotion standard due to attendance Improved academic achievement</p> <p>Staff Responsible for Monitoring: Admin Team Student Information Rep Cynthia Bendy Counselor Roxane Hrar Wraparound Specialist Brenton Livingston</p> <p>Action Steps: Identify students with excessive absences in Student at the Center meeting. Phone call and letter sent home to any student who incurs more than 3 consecutive absences. We will also include home visits and wraparound support for our highly absent/truant students.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals


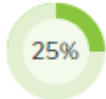
Goal 2: DISCIPLINE: By the end of the 2022-2023 school year, suspension rates will be reduced for all student groups by 10%






Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: By the end of the 2022-2023 school year, suspension rates will be reduced for all student groups by 10%

Evaluation Data Sources: Student Discipline Data (in school and out of school suspension counts) disaggregated by gender, ethnicity, grade level, socioeconomic status

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate the IB learner profile attributes into their classroom behavior system as well as into their instruction</p> <p>Strategy's Expected Result/Impact: Promotion of positive student behavior and increased student agency and academic performance.</p> <p>Staff Responsible for Monitoring: Lauren Kussmaul, IB Coordinator Classroom Teachers</p> <p>Action Steps: Teachers will incorporate the IB learner profile attributes into their classroom behavior system as well as into their instruction.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers have a clear set of steps to take when a student misbehaves in the classroom. Incorporate Character lessons directed through the RethinkED program with Ms. Hrar.</p> <p>Strategy's Expected Result/Impact: Promotion of positive student behavior and increased student agency and academic performance.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Admin Team Ms. Hrar, School Counselor</p> <p>Action Steps: Teachers have a clear set of steps to take when a student misbehaves in the classroom. Referrals to IAT as well as character lessons with Ms.Hrar, School Counselor.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Plan and implement three No Place for Hate events on campus.</p> <p>Strategy's Expected Result/Impact: Promotion of positive student behavior and increased student agency and academic performance.</p> <p>Staff Responsible for Monitoring: Ms. Hrar Mr. Sensabaugh NPFH Committee Classroom Teachers Admin</p> <p>Action Steps: Plan and implement three No Place for Hate events on campus</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals



Goal 3: VIOLENCE PREVENTION: By the end of the 2022-2023 school year, suspension rates will be reduced for all student groups by 10%






Strategic Priorities:

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

Measurable Objective 1: By the end of the 2022-2023 school year, suspension rates will be reduced for all student groups by 10%

Evaluation Data Sources: HISD Connect PEIMS suspension data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Student Assistance Forms to incorporate wraparound supports for students exhibiting emotional and discipline problems in the classroom.</p> <p>Strategy's Expected Result/Impact: Improvement in student discipline and learning. Decrease in PEIMS incidents</p> <p>Staff Responsible for Monitoring: Wraparound Specialist: Brenton Livingston Admin team</p> <p>Action Steps: Teachers will be trained in wraparound supports and Student Assistance Form process in August PD Wraparound Specialist will present at monthly parent meetings to make families aware of the Student Assistance Form Process</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Cohort Teachers will be trained in integrating SEL into Academics and on building classroom communities aligned with the IB Learner Profile.</p> <p>Strategy's Expected Result/Impact: Decreased discipline incidents and improved student achievement</p> <p>Staff Responsible for Monitoring: Madeline Gonyor- Classroom Culture Specialist Lauren Kussmaul- IB Coordinator</p> <p>Action Steps: Madeline Gonyor will be assigned as Career Pathways Classroom Culture Specialist Cohort Teachers and Classroom Culture Specialist will collaborate on lesson planning, professional development throughout the school year to promote positive classroom and school culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate training for teachers and students on the See Something, Say something protocol. This training will be facilitated through Ms. Hrar, School Counselor.</p> <p>Strategy's Expected Result/Impact: Improved student safety and decrease in bullying events on campus</p> <p>Staff Responsible for Monitoring: Roxane Hrar-School Counselor Brenton Livingston- Wraparound Specialist Admin Team</p> <p>Action Steps: School Counselor and admin team attend training School Counselor and admin team administer program</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

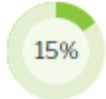
Goal 4: SPECIAL EDUCATION: By the end of the 2022-2023 school year, the percentage of our students in 3rd, 4th, and 5th grade SPED students achieving Meets Level on the STAAR will increase from 37% to 45%.







Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By the end of the 2022-2023 school year, 100% of SPED students will achieve growth on STAAR

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of SPED students will complete a targeted intervention program in all assessed subject areas.</p> <p>Strategy's Expected Result/Impact: Improved student achievement Increased student engagement</p> <p>Staff Responsible for Monitoring: Gina Iiams, SPED Resource Teacher Stephen Holcomb, SPED Resource Teacher Classroom teachers SPED Case managers</p> <p>Action Steps: 100% of SPED students will receive targeted small group support with research based resources. Case Manager will ensure that student is receiving small group support and that the individual providing the intervention is trained in research based resource, targeting misconceptions and deficit skills</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Use of backwards design and targeted data disaggregation to provide targeted reteach and intervention opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increase in student engagement</p> <p>Staff Responsible for Monitoring: Classroom teachers SPED department chairperson Gina Iiams</p> <p>Action Steps: Common assessments are administered in grades K -5 every 6 week. Teachers use a backwards design model to create assessments. Formative assessments are given on a weekly basis. Data will be disaggregated to identify and target gaps in SPED population. Targeted students may receive intervention in small groups, resource setting or tutorials.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Review of ARD and IEP goals and strategies shared with all teachers</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: SPED Case managers Classroom teachers</p> <p>Action Steps: Review of ARD and IEP goals and strategies shared with all teachers. SPED chair and case manager attends grade level PLC meetings to ensure that supports in the IEP are being implemented with fidelity</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals



Goal 5: SPECIAL POPULATIONS: : By the end of the 2022-2023 school year, the percentage of students identified as Gifted & Talented will increase from 12% to 16%.






Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Measurable Objective 1: 100% of Students identified as Gifted & Talented will receive biweekly pull-out services.

Evaluation Data Sources: Gifted & talented pull-out support schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Gifted & talented students will work with a specialist outside the classroom to extend their learning time during the school day. Strategy's Expected Result/Impact: Students will become better critical thinkers and will be maximizing their time during the school day. Increased % of mastery rates on STAAR for GT students Staff Responsible for Monitoring: Lauren Kussmaul (GT Coordinator), Ranya Zakhour (hourly teacher) Action Steps: Create pull-out schedule to allow student to receive services on a biweekly basis; confirm schedules with classroom teachers; plan enrichment activities using IB units of inquiry and additional resources</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Include a specific link on the school website for GT information that includes the testing and identification process. Strategy's Expected Result/Impact: Parents and teachers will be more aware of the GT testing and identification process; increased awareness will allow more parents to involve their students in the process. Staff Responsible for Monitoring: Lauren Kussmaul (GT Coordinator) Action Steps: Compile information on GT testing and identification for this school year; have webmaster post on website; push information to teachers and allow them to discuss at parent events such as Open House.</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators will provide professional development that provides strategies teachers can use to support their GT and high-performing learners.</p> <p>Strategy's Expected Result/Impact: Students in every classroom will benefit from implementation of these strategies. Students will become stronger learners and could work toward qualifying for the GT program</p> <p>Staff Responsible for Monitoring: Lauren Kussmaul, GT Coordinator</p> <p>Action Steps: Choose date(s) for professional development offerings; compile a list of additional HISD GT trainings being offered; create training materials; present training to teachers; monitor implementation</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: To increase the number of parents who are fully engaged with their children's education and the school, including the completing 100% requirements to be a Family Friendly Platinum rated school by the end of 2022-2023 school year


Strategic Priorities:






Transforming Academic Outreach

Measurable Objective 1: To increase the number of parents who are familiar with our IB framework through a series of parent and community outreach events.

Evaluation Data Sources: Attendance sign in sheets at FACE Parent Meetings

Parent Engagement Surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: FACE coordinator and admin team will host monthly Dragons Cafe meetings to keep families up to date on school events, our Academic program and strategies to support their children academically</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student achievement</p> <p>Staff Responsible for Monitoring: Admin Team FACE Coordinator IB Coordinator, Lauren Kussmaul</p> <p>Action Steps: Calendar out Monthly Dragons Cafe meetings and share these dates with the school community Monthly meetings between admin and FACE Coordinator to set agenda for parent meetings. Hold meetings and follow up with families to ensure that supports are provided and barriers removed</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: FACE coordinator and admin team will host PYP Night to inform families of our Academic Program and key foundations and pillars of the International Baccalaureate and how it is effectuated on our campus.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement Increased student achievement</p> <p>Staff Responsible for Monitoring: IB Coordinator, Lauren Kussmaul</p> <p>Action Steps: Calendar out PYP night and share this date with the school community Coordinate securing presenters, speakers and topics for the event. Hold follow up survey to support parents with further resources about our program.</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Strategic Priorities:

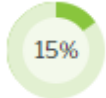




Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 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:

SCHOOL NURSE: Nurse Beveridge






Strategy 1 Details	Reviews			
Strategy 1: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Nurse Beveridge

Estimated number of students to be screened: 780

Strategy 1 Details	Reviews			
Strategy 1: 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	Formative			Summative
	Nov	Jan	Mar	June






<p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: 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</p>				
		<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

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: Nurse Beveridge
 Estimated number of students to be screened: 780

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: Nurse Beveridge
 Estimated number of students to be screened: 780

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: 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.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Measurable Objective 5: 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
 SCHOOL NURSE: Nurse Beveridge
 Estimated number of students to be screened: 780

Measurable Objective 6: 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:

SCHOOL NURSE: Nurse Beveridge

Strategy 1 Details	Reviews			
<p>Strategy 1: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Action Steps: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Board Goal 5: N/A - Additional Campus Goals





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

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

Measurable Objective 1: By the June 2023, our PE program will include a health and nutrition unit aligned with our campus programme of Inquiry

Evaluation Data Sources: PE unit planners
Campus Programme of Inquiry

Strategy 1 Details	Reviews			
<p>Strategy 1: Include planning days throughout the school year where PE Teacher and enrichment team will collaborate with grade levels to develop enrichment unit planners.</p> <p>Strategy's Expected Result/Impact: Include planning days throughout the school year where PE Teacher and enrichment team will collaborate with grade levels to develop enrichment unit planners.</p> <p>Staff Responsible for Monitoring: Coach James Scott Enrichment team IB Coordinator Lauren Kussmaul Admin Team</p> <p>Action Steps: Develop IB Planning days for enrichment team during the school year with opportunities to collaborate with core teachers Develop and monitor PE unit planners with health and nutrition units aligned with TEKS</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 9: Other Unmet: By the end of the 2022-2023 School year STAAR Science meets % will increase from 44% to 55%.

Strategic Priorities:






Expanding Educational Opportunities

Measurable Objective 1: 100% of Highly Tested Readiness TEKS will be incorporated into the Science Lab classroom curriculum calendar

Evaluation Data Sources: STAAR Data

Formative Assessment Data

Mock STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: To provide even more opportunities for students to practice and apply concepts of highly tested TEKS</p> <p>Strategy's Expected Result/Impact: Improved % of students meeting standard on STAAR Science</p> <p>Staff Responsible for Monitoring: Classroom Teachers Sarah Lynch, Science Lab Teacher</p> <p>Action Steps: 100% of Highly Tested Readiness TEKS will be incorporated into the Science Lab classroom curriculum calendar</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for 353 St. George Elementary School

Total SCE Funds: \$4,664.17

Total FTEs Funded by SCE: 1.66

Brief Description of SCE Services and/or Programs

We use funds for math manipulatives, school supplies and instructional materials for at risk students and those who did not perform at grade level standard on STAAR during 2021-2022.

Personnel for 353 St. George Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Raven Johnson	Teacher	0.66
Steven Kemple	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Candace Garvin	Title 1 Coordinator		1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Sean E McClish	Chair/Administrator
Classroom Teacher	LeAnne McReynolds	Teacher
Classroom Teacher	Lisa Ortiz	Teacher
Classroom Teacher	Steven Kemple	Teacher
Classroom Teacher	Anila Khan	Teacher
Classroom Teacher	Jessica Morales	Teacher
Non-classroom Professional	Aida Rodriguez	Administrative Assistant
Parent	Hollie Casas	Parent
Business Representative	Meagan Gailbraith	Business Partner
Community Representative	Joseph Casas	Community Representative
Classroom Teacher	Sarah Quevedo	Teacher
Classroom Teacher	Maria Bertel	Teacher